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SLIS Connecting Volume 5, Issue 2


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THE UNIVERSITY OF
SOUTHERN
MISSISSIPPI

School of Library & Information Science

SLIS Connecting

People, Technology, Libraries, History & Learning



SLIS Update
Teresa S. Welsh, Ph.D., Professor and Director

Welcome to the fall/winter issue of *SLIS Connecting*. Fall semester 2016 has been an eventful one:

- SLIS celebrated the upcoming 50th anniversary of the Fay B. Kaigler Children's Book Festival with a gala reception at the Mississippi Library Association Annual Conference in Vicksburg on Wednesday evening, October 19th. For more information on this event and on the upcoming book festival, see the article in this issue by Karen Rowell.
- Dr. Griffis presented on the history of the book festival and Dr. Bomhold on collection development for school libraries (with additional materials contributed by Dr. Creel).
- I was happy to present a SLIS update at the Alumni Breakfast; seek feedback from students, alums, and supporters at the Focus Group session, and present on why and how to get started in the MLIS program, which was uploaded to SlideShare:
www.slideshare.net/drtwelsh/interested-in-an-online-alaaccredited-mlis-degree

New in Fall 2016:

In addition to a new faculty member, Dr. Chris Cunningham, we are happy to welcome a new adjunct, Ms. Jenniffer Stephenson, who is teaching a course on public libraries. Jenniffer is Director of the Greenwood-Leflore Public Library System and serves as an officer in the Mississippi Library Association and the Association for Rural and Small Libraries.

Coming in Spring 2017:

SLIS is in the process of hiring an Instructor to begin in spring 2017 for teaching and advising in the growing undergraduate program. The Undergrad Advisor, Mr. Edmand Pace, has been instrumental in growing this program from a small number to almost 100 students with LIS major or minor. The Bachelor of Science degree in LIS is all online now and includes students from across the U.S. just as in the MLIS program.

British Libraries, Archives, and Special Collections study-abroad course is accepting applications for 2017. The program will be based in London at the University of Westminster Marylebone Hall during June 2017. Undergrad or graduate students may earn 6 credit hours. More information, including a course syllabus with tentative schedule, is available at www.usm.edu/library-information-science/british-studies

Thank you for your support of SLIS and for your contributions to the Dr. Elizabeth Haynes LIS Endowed Scholarship (fund #2199). For a donation in honor of or memory of someone, the Foundation will send the honoree or family a nice card and the donor a thank-you note. www.usmfoundation.com/

Here's to a wonderful holiday and a great new year!



Dr. Teresa Welsh earned MLIS and Ph.D. degrees from the University of Tennessee. Her interests include bibliometric research, historic and archival studies, information literacy, visualization of information and spatial analysis. She joined the faculty of the USM School of Library and Information Science in 2003, was promoted to Full Professor in 2014 and SLIS Director in 2015.

Faculty Spotlight



Dr. Suellen Adams began her library career as the librarian for Madison Junior College of Business in Madison, Wisconsin, by accident. She already had a bachelor's degree in theater arts from Upper Iowa University but was taking classes at the Junior College in order to enhance job skills. When the school lost its librarian suddenly, she was asked if she would take the position and study for a master's degree.

Over the next few years, Dr. Adams worked as the librarian at MJCB and earned her M.A. in Library and Information Studies at the University of Wisconsin. She also began to teach general studies courses, as well as teaching speech and theater as an adjunct at the Madison Campus of Upper Iowa University. She found that she particularly enjoyed teaching the evening classes of mostly non-traditional older students who were motivated to learn in furtherance of their careers. This led to the desire to teach students at another level, and to teach them about LIS, a field she had come to love.

After 12 years at the junior college, Dr. Adams moved to Austin, Texas, and began her doctoral studies at the University of Texas. At the same time, she and her partner Glenda, along with two others, founded Westlake Interactive, a video game porting company, where she was business coordinator. There she began talking to gamers and found that for many of them gaming went beyond entertainment.

This observation led, eventually, to a dissertation examining the information-seeking and meaning-making patterns in virtual play spaces. She earned her Ph.D in 2006.

Dr. Adams spent four years as a faculty member in the Graduate School of Library and Information Studies at the University of Rhode Island. She left in 2010 for family reasons and became an adjunct for a several universities, including the University of Southern Mississippi. She has taught a variety of courses at USM, ranging from collection management to cataloging to social media and points in between.

She has a passion for teaching, and enjoys the challenge of teaching a wide variety of courses. Through the years she has maintained her interest in the intersection of information and recreation. She is the author of *Crash Course in Gaming for Libraries* and her latest research involves information-seeking and meaning-making among serious recreational athletes. In recent years she has presented her research at a variety of national and international conferences related to LIS, popular culture, play and health promotion.

In spring 2017, Dr. Adams will be teaching LIS 511: Collection Development and Management online on Thursday evenings at 6:30pm Central time.

To learn more about Dr. Suellen Adams, see: <http://www.suellenadams.com/>



Alumnus Spotlight – Stephen Parks



Stephen Parks, a native of LaGrange, NC, earned a bachelor's degree from East Carolina University, a J.D. from Mississippi College, and a MLIS degree from Southern Miss in 2013. He worked as a Research and Instructional Services Librarian at Mississippi College Law Library and served as Director of the Judicial Data Project and Legislative History Project, a digital database of Mississippi's legal history (judicial.mc.edu/) that allows free access to appellate briefs, oral argument videos, excerpts from appellate records, and statistical data from the Mississippi Supreme Court and Court of Appeals.

This digital project earned American Association of Law Libraries (AALL) 2012 Innovations in Technology Award. Another project Mr. Parks worked on, the Legislative History Project (law.mc.edu/legislature/), won the AALL 2014 Public Access to Government Information Award and he published a related article "Bringing Mississippi's Government into the Homes of its Citizens: The Miss. College Law Library's Legislative History Project" in *Mississippi Libraries*, spring 2013 issue.

In 2013, Mr. Parks presented "A Bibliometric Study of LIS Literature Related to Academic Law Librarianship" at 5th International Conference on Qualitative and Quantitative Methods in Libraries, *Universita di Roma la Sapienza*, Rome, Italy. The paper was selected for publication in the *QQML Journal* January 2015 issue.

Mr. Parks has served as president of the Central Mississippi Library Council and is a member of the Mississippi Bar, the American Association of Law Libraries, and the Southeastern Chapter of AALL. He serves as a Southern Miss SLIS adjunct faculty and in spring 2015, taught a special topics course on law librarianship. In spring 2017, he is scheduled to teach **LIS 664: Government Resources and Publications**, Tuesday evenings at 8pm Central.

On January 7, 2016, Mr. Parks was sworn in as the new State Librarian in Jackson. In this position, he manages a staff that provides services to Mississippi's Supreme Court, other state courts, state officials and the general public. According to Stephen, "Two of my favorite topics to read and research on are Mississippi and the law, and this position will be a great fit for me to pursue those interests."



Stephen Parks is sworn in as Head of the State Law Library, Jackson, Mississippi (photo by Chris Todd, courts.ms.gov/news/2016/01.08.16Parks,%20Law%20Librarian.pdf)

Spotlight Course –

LIS 664 Government Resources and Publications

This online 3-credit hour elective is a study of local, state, and federal government resources, publications, and bibliographic organization. Students learn to locate and evaluate government resources and write a paper on the print and online publications of a specific government agency.

From the Grad Assistants



SLIS GAs Denise Saucier, Emma Fontenot, Stevie Evans, Mary Dugan, and Charlotte Roi

Congratulations to Graduate Teaching Assistant Mary Dugan, who is graduating in December with a MLIS degree and Archival Certificate. Mary has served as a GTA for British Studies and also taught sections of LIS 201: Information Literacy.

SLIS is happy to welcome 4 new GAs this fall: Stevie Evans is a dual Anthro/MLIS major also earning Archival Certificate and Youth Services Certificate. Stevie has a BA in Art from Univ. of West Florida.

Emma Fontenot has a BA in Government from McNeese State University and a MA in political science at USM. She worked previously as a Grad Research Assistant and is currently teaching an information literacy class as a Grad Teaching Assistant while earning her MLIS.

Denise Saucier is a dual Anthro/MLIS major also earning an Archival Certificate. Denise has a BS in Health, Phys Ed & Recreation from USM, has experience working as a school library media specialist, and will teach LIS 201 as a GTA in spring.

Charlotte Monna Roi earned a BA degree in Anthropology & Journalism from the University of Mississippi. While at Ole Miss, she worked as a reporter/video editor for the *Meek School of Journalism Weekend Reporter* and served as a producer for the award-winning documentary *Casinos in Mississippi: Worth the Gamble?*

Congratulations SLIS Students

Honors College LIS senior **Alex Brower** completed her honors thesis, "Gender Roles and Gender Stereotypes in Four Newbery Award-Winning Books," with the mentorship of Dr. Stacy Creel. Alex has been accepted into the USM MLIS program in spring.



Dr. Stacy Creel presented Alex Brower with her Honors College Medallion, Honors Banquet

Zupuriuh Harrington, Reference/Instructional Librarian, Miss. Valley State University, awarded 2016 MLA Virginia Brocks-Shedd Scholarship.

Leah Moore is District Librarian, West Tallahatchie School District, Webb, MS.

Nathan Morris is Adult Education Instructor, Oconee Fall Line Technical College, Helena, GA.



**Happy Holidays from the SLIS GAs!
Denise, Mary, Charlotte, Emma, and Stevie**

Ann Smith Rushing is Branch Manager, East Central Public Library, Hurley, MS.

Lakesha Smith, acting Administrative Librarian for Hinds Community College's Jackson Academic and Technical Center, awarded Mississippi Library Association 2016 Peggy May Scholarship.

Angela Thompson is Branch Manager, Kathleen McIlwain Public Library, Gautier, MS.

Brittany Tibbett, General Services Librarian, Hattiesburg Public Library, awarded 2016 Central Mississippi Library Council Scholarship.

Fall Welcome Breakfast for SLIS Faculty, Staff, GAs



**Pancakes, bacon and eggs for all
Hosted by Chef Griffis**

Congratulations SLIS Alums

Emilie Aplin (MLIS, Archival Certificate, 2016), USM Libraries Access Services, and Elizabeth La Beaud, (MLIS, Archival Certificate, 2015), USM Digital Lab Manager, were inducted into Beta Psi Chapter of Beta Phi Mu, the International LIS Honor Society at Mississippi Library Association Annual Conference, Vicksburg, October 18-21.

LaTrisha Blunt (MLIS, 2016) is Youth Services Librarian, Enoch Pratt Free Library, Baltimore, MD.



Justine Burcham (MLIS, 2014) is Public Services Coordinator, Pulaski County Library System, Pulaski, Virginia.

Stephen Cunetto (MLIS, 2006) is Associate Dean, Mississippi State University Libraries, Starkville, MS, as well as head of the Golden Triangle Regional Library Consortium and the Mississippi Academic Library Consortium.



Melissa Dennis (MLIS, 2006), Head of Research and Instruction Services, Miss. State Libraries, was elected Secretary of SELA, Southeastern Library Association.

Angie Manfredi (MLIS, 2007), Head of Youth Services for Los Alamos County Library System in New Mexico, elected to serve on the 2018 Newbery Committee.

Sarah Mangrum (MLIS, 2011), USM Libraries Access Services Librarian, was elected Mississippi Library Association 2017 Vice President/President-Elect.

Brenda Minter (MLIS, 2004), School Librarian/Media Specialist, is Teacher of the Year at Magee High School, Magee, MS.

Jody Perkins (MLIS, 2005) is Acquisitions and Serials Librarian, Millsaps College Library, Jackson, MS.

Jackie Quinn (MLIS, 2003) is Director, Copiah Lincoln Community College Library.

Tiffany Riggins (MLIS, Archival Certificate, Youth Services Certificate, 2016) is Teen Librarian, Helen Hall Public Library, League City, TX.

Laura Savage (MLIS, 2016) is Librarian, Miss. Gulf Coast Community College, Perkinston, MS.

Elizabeth Simmons (MLIS, 2011) is Staff Officer III, Mississippi Department of Education Office of Elementary Education and Reading, Jackson, MS.

Jenniffer Stephenson (MLIS, 2010), Director, Greenwood-Leflore Public Library System, is 2017 President of Mississippi Library Association, and Adjunct Faculty for USM School of Library & Information Science.

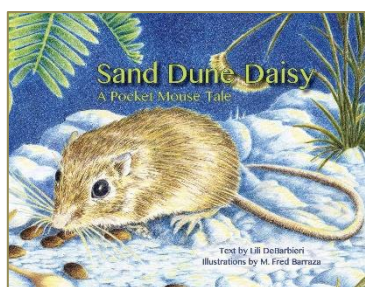
Jennifer Nabzdyk Todd (MLIS, 2012) is Circulation Librarian, Hinds Community College, Raymond, MS.

Lynn Valetutti (MLIS, 2015) is Manager of Digital Services, Arkansas State Library Little Rock.

Alum Publications

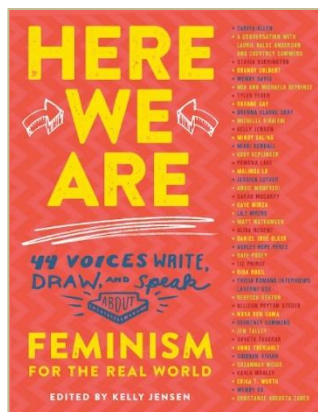
Jennifer Brannock, USM Rare Books & Special Collections Curator and Greg Johnson (MLIS, 2002), University of Miss. Libraries Blues Curator, co-authored "Exploring Civil Rights through Mississippi Collections," *Urban Library Journal* 22, 2016.

Lili DeBarbieri (MLIS, 2013) *Sand Dune Daisy: A Pocket Mouse Tale* (Westcliff, 2015) is Pima County Public Library Southwest Book of the Year, Top Pick for Children.



Debbie Estrella (British Studies, 2015) published her British Studies research paper "No Fixed Abode: Library Services for the Homeless and Economically Disadvantaged in the U.K." in *Current Studies in Librarianship* 32, 2016.

Peter Klubek (MLIS, 2011), Reference Librarian, Baton Rouge Community College, authored "Librarians Applying Information Literacy Standards as Evaluators of Peer-to-Peer Course Content in a First-Year College Success Course in *Reference and User Services Quarterly* 56, 2016.



Angie Manfredi (MLIS, 2007) contributed "The Big Blue Ocean & My Big Fat Body" to *Here We Are: 44 Voices Write, Draw, and Speak about Feminism for the Real World*, edited by Kelly Jensen (Algonquin Young Readers, 2017).

Daniel E. Wilson (MLIS, 2012), Library Director, South Univ., Montgomery, AL, authored "Managing an Information Literacy Needs Assessment over Multiple Campuses," *Library Leadership & Management*, 2016.

Publication Highlighting USM Student

SMSA Vice-President Jonathan Puckett was the subject of *Wall Street Journal* article, "When Searching Your Ancestry Means a Sense of Possibility: An 18-year-old Genealogist Discovered 25,000 Connections and a New Community" www.wsj.com/articles/when-searching-your-ancestry-means-finding-a-sense-of-possibility-1474999867

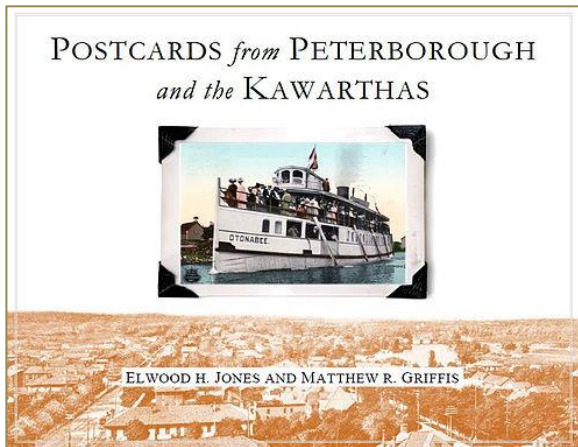
Faculty Publications, Presentations

Dr. Catharine Bomhold & Dr. Angela Westbrook co-authored "The Shared Reading and Children's Home Library Project: A Pilot Study to Increase Book Ownership and Shared Reading Experiences in Low Income Families" in *Delta Journal of Education*, 6(1).

Dr. Chris Cunningham chaired a panel "Creating Knowledge, Enhancing Lives via Digital Libraries" at 2016 Annual Meeting of the Association for Information Science & Technology (ASIST), Oct. 18, Copenhagen, Denmark. The international conference included 423 attendees from 36 countries.

Dr. Matthew Griffis presented "Roving Reference Service and User-Centeredness: Findings from Public and Academic Libraries" at *American Library Association Annual Conference: Library Research Roundtable 'Connecting Research and Practice' Forum*, Orlando, FL, June 23-28.

Dr. Elwood Jones and Dr. Matthew Griffis co-authored *Peterborough and the Kawarthas: A History in Vintage Postcards*, Peterborough, ON: Trent Valley Archives, 2016.



SLIS Ambassadors at 2016 Professional Conferences



Ashley Dees (right) & **Melissa Dennis** (not pictured)
Southeastern Library Association Conference,
October 5-7, Athens, GA



Southern Miss British
Studies LIS Class of
2015 alum **Debbie
Estrella** at NELA 2016
Conference



Maria Schroeter, New England Library Association
October 16-18, Danvers, MA



Kathy Barco, New Mexico Library Association
Conference, November 2-4, Albuquerque



Laurie & Roberta, SLIS alums at NMLA

Student Associations News

LISSA Update, Fall 2016

Charlotte Mona Roi, President
Brittany Tibbett, Vice-President
Keisha Coulter, Secretary
Tammy White, Webmaster
Dr. Yu, Faculty Advisor



Charlotte Mona Roi
LISSA Book Drive for Baton Rouge Libraries

The University of Southern Mississippi Library and Information Science Student Association (LISSA) has participated in several philanthropic endeavors during the fall 2016 semester. Namely, a book drive where 20 boxes of books were collected as part of flood relief efforts in the Baton Rouge community. Cupcakes were made to help benefit the local chapter of the Children's Miracle Network during Cupcake Wars, an event organized by the Southern Miss Student Activities Council. Additionally, members participated in the Fall Carnival by providing free face painting.

Ongoing fundraising efforts are t-shirt sales. If interested in purchasing one, the cost is \$8 plus shipping. Proceeds go toward an interdepartmental scholarship fund for a selected student to attend the ALA meeting in Chicago this coming year.

LISSA broadcasts its meetings via Blackboard and meeting dates are announced via the SLIS listserv. You are invited to join our Facebook page:
www.facebook.com/southernmisslissa

- Charlotte Mona Roi, LISSA President



Dr. Yu, Charlotte Roi, Keshia Coulter

Southern Miss Student Archivists (SMSA) **Welcomes 2016-17**



Jonathan Puckett, Carlie Burkett, Stevie Evans

The Southern Miss Student Archivists (SMSA) is off to a productive and engaging year. The year began in August with new officers, including our President, Stephanie (Stevie) Evans, an MLIS and archives certificate student and a SLIS Grad Assistant. Carlie Anne Burkett, last year's SMSA President, returns this year as Secretary and Webmaster. The new Vice President, Jonathan Puckett, is a freshman undergraduate with a strong interest (and even a professional background) in archives and history.

SMSA promotes archival education by providing members with opportunities to discuss archival issues and engage in professional archival activities.

SMSA has several projects planned for the year, among them a tour of the McCain Library and Archives' Digitization Lab, sponsoring another Digi Day (where students are offered the opportunity to work in McCain's Digi Lab), and proposing a student panel presentation for the forthcoming Society of Mississippi Archivists (SMA) conference.

This past spring, SMSA, in partnership LISSA, organized a hospitality table on the second floor of the Thad Cochran Center during the 49th annual Fay B. Kaigler Children's Book Festival. The hospitality table gave students, student officers, and Festival attendees a chance to meet over the course of the Festival. SMSA and LISSA will once more organize a hospitality table at the 50th annual Children's Book festival, scheduled April 5-7.

SMSA held its inaugural meeting on Wednesday, September 28th. It was broadcast live over Blackboard Collaborate and several members attended online. The next meeting is scheduled early in the new year, so watch for announcements via the lisnews listserv.

SMSA membership is free and open to all students, alumni, faculty, and staff of the university who have an interest in archives and special collections. Our membership roster for 2016-17 is available here: <https://goo.gl/forms/iKtUH666WsnQg3Vu2>. Being a registered member will not only enhance your resume or CV, you will also have access to information about additional learning and development opportunities. Local and non-local members are invited to attend association meetings via Blackboard and will have access to useful information about the groups' activities and community projects. And of course, everyone is welcome to "like" our Facebook page: <https://www.facebook.com/Southern-Miss-Student-Archivists-SMSA-203760579638985/>.

If you have questions about our projects or SMSA in general, please contact us. We welcome new members as well as ideas for projects or activities.

Kind regards,

Stephanie Evans, SMSA President 2016-17

Dr. Matthew Griffis, Faculty Advisor

Council on Community Literacy and Reading Dr. Catharine Bomhold, Director

Fall Activities



Book Walk, Activity Booth with book giveaways
La Grito Latin Festival, September 24

CCLR spooky story read with book giveaways, Spooky Hollow, Lake Thoreau Environmental Center, Oct. 24.



CCLR Float with book giveaways
USM Homecoming Parade, October 29

\$2 will buy a book for a child; \$80 will sponsor a book walk with 2 deconstructed books. If you would like to help, send a check made out to USM SLIS to:
CCLR/ Dr. Catharine Bomhold
118 College Drive, #5146
The University of Southern Miss
Hattiesburg, MS 39406

**Mississippi LAMP Workshops
(Library and Media Professionals)**



LAMP Workshop, Tupelo, Sept. 26



LAMP Workshop, Batesville, Sept. 27



LAMP Workshop, Tupelo, Sept. 26



LAMP Workshop, Pearl, Sept. 28



SLIS LAMP Giveaways



LAMP Workshop, Hattiesburg, Sept. 29

**Mississippi Library Association
2016 Conference, Vicksburg**



SLIS Exhibit Table, MLA16



**Karen Rowell presenting Ke'Aura Lawson with
autographed 2012 Children's Book Festival poster
she won in drawing**



Children's Book Festival Reception, MLA16, Oct. 19



Ta-Dah!



Children's Book Festival Reception, MLA16, Oct. 19





British Studies Class of 2017

The Southern Miss British Studies Program is now accepting applications for June 2017.

LIS 580. British Studies in Librarianship. 3 hours. Comparative or historical studies of library and information institutions, collections, models of service, or professional practice in the United Kingdom.

LIS 587. British Studies Research. 3 hours. Provides the opportunity for an in-depth research paper using the resources of metropolitan London and/or the United Kingdom.

Course Information

Have you ever dreamed of being in the 'sceptred isle' of Chaucer, Shakespeare, Kipling, Lewis Carroll, C.S. Lewis, Jane Austen, and J.K. Rowling - of strolling along the Thames or through the verdant British countryside?

Spend a month in the United Kingdom earning credit while learning about historic and modern British libraries, archives, and special collections on-site from distinguished British librarians, archivists, and information specialists.

Students have the opportunity to accompany faculty to sites such as Oxford and Bletchley Park - and time to explore sites of interest on their own. Students and faculty will stay at the University of Westminster Marylebone Hall in London, which is across the street from Madame Tussaud's and a five-minute walk from Regent's Park.

In addition to participating in scheduled lectures and tours, students are required to submit book reviews and a reflective journal for LIS 580 and research paper on an approved topic for LIS 587.

Financial Aid

Students who are accepted for participation in the British Studies Program may apply for financial aid if they meet federal requirements for a Guaranteed Student Loan.

Southern Miss students requiring financial aid should contact the British Studies Program Office before requesting a summer study-abroad financial aid application from the university's Financial Aid Office. Summer Pell Grants, faculty/staff dependent scholarships, faculty/staff tuition waivers, and graduate assistantships are also accepted. Students are advised to begin the financial aid process well in advance of the deadlines.

Non-Southern Miss students should apply for financial aid through the school in which they are currently enrolled and seeking a degree. Financial aid agreements between Southern Miss and other schools are available, if requested. If more information is needed, contact the Southern Miss Office of Study Abroad at (601) 266-4344.

Information about the class including syllabus with tentative schedule is available at the British Studies link at: www.usm.edu/slris

Contact Dr. Teresa Welsh

email: teresa.welsh@usm.edu

Note: This program includes extensive walking and taking stairs.



Steps of the Bodleian Library, Oxford

The University of Southern Mississippi
50TH ANNUAL FAY B. KAIGLER

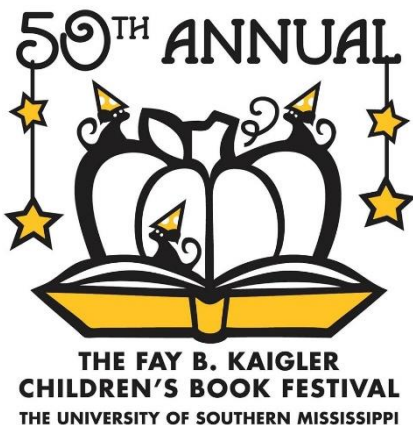
CHILDREN'S BOOK FESTIVAL

April 5-7, 2017



usm.edu/childrens-book-festival

THE TALE OF DESPEREAUX. Text copyright © 2003 by Kate DiCamillo. Illustrations
copyright © 2003 by Timothy Basil Ering. Reproduced by permission of the publisher,
Candlewick Press, Somerville, MA



Southern Miss School of Library and Information Science is pleased to announce that the 2017 Festival will be held April 5 – 7 with Medallion winner Kate DiCamillo! Keynote speakers include Kwame Alexander, Louise Borden, Bryan Collier, Pete Hautman, Colleen Salley Storytelling Award winner Pat Mora, de Grummond Lecturer Phyllis Reynolds Naylor, and Keats Lecturer Andrea Pinkney.

In celebration of the 50th birthday of the Fay B. Kaigler Children's Book Festival, we will have additional special events and great door prizes. www.usm.edu/childrens-book-festival/2017-general-information

**Southern Miss 2017 Children's Book Festival
To Feature Kate DiCamillo Book Event for Hattiesburg 4th Graders**



Ms. Scott, Dr. Bomhold, Ms. Simmons, Dr. Williams, Ms. Rowell, Dr. Poole

Copies of *Tale of Despereaux*, 2004 Newberry Award winner by Kate DiCamillo, were presented to 4th grade students in the Hattiesburg School District. Pictured above are Elementary School Principal Donna Scott; Dr. Catharine Bomhold, Director of USM Council on Community Literacy and Reading; USM student Janila Simmons; Dr. Robert Williams, HPSD Superintendent; Ms. Karen Rowell, Children's Book Festival Coordinator; and Dr. Teresa Poole, HPSD Assistant Superintendent.

During the Book Festival in April, the 4th graders will attend an event with author **Kate DiCamillo** who will talk to them about the *Tale of Despereaux* and how it came to be written. The Children's Book Festival donated the books and the Council on Community Literacy and Reading will be coordinating the book event in cooperation with the Hattiesburg Public School District.

For more information about the 2017 Children's Book Festival, please visit www.usm.edu/children-book-festival or call 601.266.4228.



Core Values: Intellectual Freedom and Privacy in Public Libraries

Stephanie A. Evans

LIS 641 Public Libraries paper, summer 2015

Dr. Creel, Instructor

Introduction

With the passing of the USA Patriot Act in 2001 following the events of 9/11, libraries on the national scale have had to staunchly defend issues of privacy and confidentiality more-so than ever before.

Evidence of this lies not only in statements within the ALA's *Resolution on the USA PATRIOT Act and Libraries* but also in other core documents which guide policy development in public libraries (ALA 2005). *Intellectual Freedom* and *privacy* are two of the major issues addressed and protected by the American Library Association through the Office of Intellectual Freedom and the *Library Bill of Rights* (ALA 1996). Both are also listed as one of the core values of librarianship (ALA 2004). Privacy is deemed inherently important to the preservation of processes of intellectual freedom (ALA 2005).

Therefore, it can be reasonably assumed that damage to a library user's privacy may impact his intellectual freedom if for no other reason than a patron feels uncomfortable procuring information in the library setting and therefore chooses to not return. In this review, I wish to look at two issues in the library setting which have the capacity to impede on a patron's privacy and intellectual freedom, namely self-service holds and the use of Internet filters. While my specific focus is on issues of privacy and intellectual freedom, another visible concern specific to the Internet filters debate is whether the presence of filters contradicts a patron's right of open access to materials. In this growing age of technological advancement, we find ourselves not only embroiled in wars on physical planes but also in virtual and social planes. Innovation is key, but it also has the potential to be a downfall. It is in this type of setting that our views, as a discipline, on intellectual freedom and privacy will be put to the test.

Literature Review

Of particular interest in debates of intellectual freedom are those discussions surrounding the use or presence of Internet filters in public libraries.

An article in the *Perspectives* section of *Public Libraries* provides a textual debate between Hampton "Skip" Auld, then assistant director of Chesterfield County Public Library in Virginia, and Nancy Kranich, a former ALA president, on whether the application of Internet filters to library computers infringes on the rights of users to free access of materials. Both sides of the argument are presented, including various discussions on the pros and cons of filter usage (Auld & Kranich, 2005).

Following the two sub-articles—Auld's "Filtering Materials on the Internet Does Not Contradict the Value of Open Access to Material" and Kranich's "Filtering Materials on the Internet Does Contradict the Value of Open Access to Material"—is an interview-style debate or commentary on the multiple points addressed by both sides. Kranich approaches the debate by suggesting that we frame the entire filtering issue in the terms of our discipline and not the opposing side's. She begins by citing a selection of the core values of librarianship to include equity, privacy, democracy, diversity, education, intellectual freedom, and service and then framing the filtering debate in terms of these values which are inherent to the field of librarianship. Other bodies are arguing from political perspectives and so forth; therefore, we should couch our arguments in terms that showcase who we are as a discipline and why we do what we do.

Kranich also encourages a movement away from the filtering versus non-filtering debate. Due to issues of funding and CIPA requirements alongside Supreme Court rulings and local legislature, most public libraries are required to handle filtering in a specific way or be in violation of a contract or ruling. This is common knowledge. Kranich believes that the filtering debate is moot at this point and that we should move on to the practical concerns of educating our staff and patrons on policy and appropriate use of the Internet.

By contrast, much of Auld's argument centers on aspects of collection development that are similar to the implementation of filters, a point of contention also addressed by Kranich. Auld suggests that filters act for the Internet as a staff member might act when selecting materials for the physical collection. He argues that a librarian would not select pornography for presence in the collection, therefore, the presence of filters is justified as a necessity that does not violate the value of access to materials. In an attempt to resolve the situation, the Office of Intellectual Freedom via the standing Intellectual Freedom Committee is in the process of drafting an "Interpretation of the Library Bill of Rights" document specific to Internet filtering. The current draft is available on *ALAConnect*.

Chip Ward, in compliment to Nancy Kranich, proposes that it might be time to view our library systems from the perspective of other disciplines—if only to cast our arguments centering on intellectual freedom into a more prominent light. Ward spins a metaphor which likens the public library to an ecotone—"a space where the plant and animal community that is generated by one altitude, climate, soil, or other set of geographic conditions rubs up against the biotic and faunal community that is generated by a different set of conditions" (Ward, 2008). Ward calls the public library a "cultural ecotone" or, essentially, a cultural hub, but he uses terms based in Ecological studies as opposed to those of the Library and Information Sciences. It is in this way that he chooses to demonstrate the importance of altering your language choice to fit your audience.

While in the political and disciplinary worlds connected to the library, as Kranich suggests, it is important to use disciplinary terms such as "available holds" or "intellectual freedom" or "stacks," it is more important to use terms such as "shelves," "First Amendment rights" or "reserved books" when speaking to patrons. As a cultural hub, it is important that the library be able to modify its use of jargon to fit the various needs of its service area or community. By casting the public library in this manner, Ward shows the expectation that is placed on the public library to argue for the intellectual freedoms of its community to the best of its ability and to keep the flow of information constant.

Another issue that is receiving similar attention to that being paid to Internet filtering is the issue of self-service holds and whether the application of this service is violating the privacy and confidentiality of patrons (Bowers, 2008; Stevens, et al., 2012). Both Bowers and Stevens, et al. cite that the necessity of a resolution from the ALA (*Resolution to Protect Library User Confidentiality in Self-Service Holds Practices*) related to the issue of self-service holds is a statement in and of itself regarding the privacy concerns which surround the service. Self-service holds in principle seem very straightforward and full of positive change. However, with the ALA's resolution came concerns, specifically that many libraries instituting self-service holds systems have failed to implement adequate means of protecting users' personal, identifying information and have therefore potentially violated state library confidentiality laws (Zalusky, 2011).

Recommendations were made which allowed for open-shelf, self-service holds that protected the individual library users' legal right to privacy, including use of pseudonyms or codes or reusable packaging (Zalusky, 2011). Citing Bowers, Stevens et al. present a study which indicates that 15 to 27 percent of Michigan libraries currently use self-service holds practices or plan to implement them in the future (Stevens et al. 2012). The study found that most practices implemented by the reporting libraries to conceal patron identities are insufficient, allowing for an average 85 percent of materials to be connected to the borrowing patron.

Stacey Bowers (2008) suggests that while traditional holds systems allow for security and accuracy, self-service systems do allow for more independence on the part of the library patron. While Bowers may disagree with the reasons many libraries provide for the implementation of self-service holds, she does suggest that if the system is working for the library patrons, then, to best preserve the confidentiality of the patron, the materials should at least be enclosed in a reusable bag or envelope which makes the materials unidentifiable to other patrons. If a system is not used to effectively conceal the identity of the borrower or the nature of the materials attached to a borrower, then anyone in the community can make assumptions about a patrons personal life, or in

extreme instances for example, an FBI agent could easily peruse the holds section and assume that any individual checking out books on Osama bin Laden or terrorism is a threat to national security—no sanctioned legal avenues as provided by the USA PATRIOT act required (Bowers, 2008). Bowers also supplies a succinct discussion of legal expectations of privacy, ALA ethical requirements related to privacy, and policies related to the protection of library records.

Discussion

The arguments either for or against Internet filtering are straightforward—does the presence of filters contradict the value of access to materials and therefore violate an individual's right to pursue intellectual freedom and the library's charge to deny censorship? While it can be argued that Internet filters have indeed been updated, the question remains of how many reliable (meaning non-pornographic) sources are still being blocked. While libraries may implement filters to abide by e-rate and other funding requirements, they must also disable these same filters for adults aged 18 and older to abide by findings of the Supreme Court. This in turn begs other questions. Is the additional funding worth the extra cost of maintaining a filter system? How do CIPA guidelines play a role in filter maintenance? If filters are disabled upon request, what is to then stop an individual from accessing questionable materials?

Filtering is essentially a type of censoring if you consider the Internet and/ or computers a resource supplied by the library. To edit the material that can be accessed via the Internet therefore flies in the face of the *Library Bill of Rights* initiative to combat censorship in all forms (ALA 1996). While one cannot expect all patrons to make wise choices with the resources provided to them—this is true of all resource types—we can provide them with the means to properly use those resources made available to them. Applying adequate filters in public libraries which remove access to pornographic information requires the use of a commonly accepted, universal definition of pornographic—which we do not have—alongside assurance that no pertinent research sites—such as medical sites—will be blocked. If this assurance cannot be provided, then filters cannot be applied while still abiding by

our charges of free access to information and practices of intellectual freedom. While Auld's connection of collection development staff to library filters does hold some water, until justification similar to collections management procedures can be provided for the exactness of filters, more questions are still likely to be asked as opposed to answered (Auld & Kranich, 2005).

The controversy surrounding self-service holds lies with a few very particular issues: potential lack of privacy for the borrowing patron and lack of security. For example, if a self-service holds system existed at my local library, I could simply walk in, retrieve my holds from beneath a ticket which held my name, proceed to circulation, check out with a clerk or self-service machine, and proceed about my day. I would not have to present my library card to a clerk and have my books retrieved from a private area before they were then checked out to me before I proceeded on my way. But, therein lies the issue. Unless the materials kept in the holds area are concealed by some type of packaging before a patron's name is affixed to them, anyone can see what any other patron is requesting. In this instance, the patron in question has lost anonymity and his library record has essentially been made public.

However, if an auto-generated number where assigned instead of a name or a user alias chosen to correspond with holds pick-up, confidentiality is still maintained. By another token, what about security measures? While traditional holds practices may not allow for independent patrons and may require more time and attention on the part of staff, they do provide a level of security and accuracy which has the potential to be lost with self-service holds. What if another patron where to request a book that I had also placed on hold and instead of waiting until it was his turn to receive the book, he went and retrieved it from the holds area, checked it out, and "skipped" ahead of three other people who were on the wait list for the book? Could automated circulation procedures be applied to halt this type of behavior?

While self-service holds have the potential to save staff-time and workroom space, they still seem to have more issues than positive changes associated with them. If a staff member has already retrieved a

book from the stacks in the first place, does a walk to the circulation workroom or the holds cart really require so much more effort?

Conclusion

In his 2014 article "The Pitfalls of Innovation," John Spears suggests that librarians must consider not only the positives of innovation but also the pitfalls. One of the greatest pitfalls in libraries adopting public Internet usage practices was not examining all the potential pros and cons of implementation and adopting appropriate policy to reflect this. As a unit, libraries did not comprehend exactly what public access would entail and simply set time limitations to usage in the beginning. From the beginning, there was no instruction in place on the proper use of Internet resources. In turn, this led to the compounded issue of pornography in the library (Adamson, 2002). While this is a drastic simplification of the beginnings of the complex issue of intellectual freedom, Internet filtering, and pornography in the library, it is not difficult to see the troubles that innovating too quickly without proper consideration can bring.

However, it is also not difficult to see how failure in innovation has its place in the public library setting as well. If the gross account at the Minneapolis Public Library (Adamson, 2002) can demonstrate the poor consequences of moving too quickly with innovation, it can also demonstrate the positives that can come out of failure when innovating. Without the issues that surrounded rushing into the implementation of public access to the Internet, we might not have a comprehensive understanding of just how complete our policies towards this resource need to be. By reinforcing our need for proper policies, the Internet filtering issue, alongside the issue of self-service holds, has caused the library community to reexamine its principles and as a collective, reinvent measures for the continued effective application of the core values of privacy and intellectual freedom.

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**‘The willing women are standing waiting now’:
British Women, the Second World War, and the Women’s Library at the
London School of Economics and Political Science**

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University of Southern Mississippi



Figure 1. Women’s Library Reading Room
(Photo by E. Doerner)

Introduction

“The willing women are standing waiting now: and the factories and workshops will stand waiting for us when they are ready and we are untrained.”

– Teresa Billington-Greig, *Manchester Guardian*
‘Letter to the Editor’, 26 June 1940

“We were girls, you see – and what use were girls?”
– Victoria Wignall, ‘Just a Girl’, ‘Out of the Doll’s House’ BBC documentary, 1989

Since the end of the Second World War some 70 years ago, research and scholarship featuring wartime contributions of the average British citizen has focused largely on men’s experiences of combat, the various roles of government agencies, or the assumed viability and tenacity of political and military leaders. The role of gender in the experience of war was often a side-note, not a focus of research. Since the 1960s, and more frequently since the late 1980s, a new wartime perspective has begun to be documented and explored in academic and literary scholarship - that of British women.

This study examines primary materials located in the Women’s Library at the London School of Economics and Political Science (LSE) that document the first-hand wartime experiences of British women. A brief overview of the Women’s Library and existing publications related to its collections of primary documents related to women and the Second World War will also be addressed. Summaries of key primary materials, the ability of these materials to expand knowledge of existing women’s wartime narratives, and their usefulness to future research endeavors will also be included.

A few brief clarifying notes about terminology: scholarly literature varies to some degree in terms used related to nationality and history. For the purposes of this paper, women considered to be citizens of Great Britain at the time of the war will be referred to as “British” and global war that took place from 1939 to 1945 will be referred to as “Second World War,” in keeping with predominant terminology used in British scholarship in this area.

Problem Statement

The purpose of this study is to explore and document a variety of key primary materials that are currently located in the collections of the Women’s Library at the LSE (often written “Women’s Library @ LSE”) and are related to British women and their first-hand experiences of the Second World War.

Research Questions

R1. What are some of the key resources in the Women’s Library collection related to women and the Second World War?

R2. What do these specific resources tell us about women’s experiences during the Second World War?

R3. For what kinds of research problems or themes would these resources be useful to other researchers?

Importance of the Study

This study is important in that it specifically documents the Library's collections related to this important historical event and also mines contemporary published and unpublished accounts of life during wartime that are relevant to current scholarship in women's history, social sciences, political science, library science, and other related fields.

A complete and detailed analysis of every resource related to the research topic was not reasonable given the time constraints of the study, but key resources will be highlighted. This study will assist librarians, archivists, and researchers in better understanding some of the key resources to be found in the collections of women and the Second World War materials in the Women's Library.

Literature Review

War, for many British women, was a complex burden, a heartbreaking trial, and also an opportunity. Not for the first time in the 20th century, women were called upon by the nation to contribute to another effort against the tyranny of war. Women were heavily relied on before, during, and after the war to support vital industries and necessarily had to demonstrate endurance in body, mind, and spirit (Action, 2010; Carruthers, 1990; Holdsworth, 1988; Maddrell, 2008; Summerfield, 1983). Women worked in factories, organized evacuation schemes, charted maps, sewed uniforms, cooked food, mothered children, and built airplanes, bridges, and national policies – and even sang while they did it (Korczynski et al., 2005; Maddrell, 2008; Rowbotham, 1997).

Miraculously, Britain “mobilized its female population to a higher degree than any other nation engaged in the war;” however, most British men and women continued to think of women’s war work as “men’s work, temporarily taken on by women to help in an emergency” and soon to be discontinued and forgotten once the war was over (Carruthers, 1990;

Summerfield, 1998). Women, in some ways, gained independence from their pre-war circumstances and navigated newfound agency in a way that changed the dynamics of their personal identities; in other ways, they were restricted and conflicted in the roles they both selected and were forced into playing during the Second World War (Summerfield, 1998; Wilson, 2005). The state’s interference with domains that were traditionally within the realm of “woman’s world” in the home was occasionally irritating and patronizing towards women, and many resented government initiatives to “collectivize” responsibilities such as shopping and childcare (Summerfield, 1983).

Women’s feelings about their new roles were complex. Some women felt they had no right to take a job away from a man; others resented the new responsibilities and independence that came with war work; still others immensely enjoyed their experiences and felt depressed when not rated equally to their male peers (Holdsworth, 1988).

Consistently, women's wartime experiences and contributions were not publicly or privately honored in the same ways that men’s were during and after the war. As well as fighting for access to equal pay, unemployment insurance, and war injury compensation, some 60 years passed from the end of the war before a monument was erected in honor of British women’s wartime contributions (Figure 2). The monument has been described as displaying “women’s clothing worn during wartime occupations...reflecting the wide range of war service undertaken by women” but also has been called “disembodied” and “a metaphor for the spectral trace of the temporary presence of the widespread integration of women” by the very women to whom the monument is dedicated (Maddrell, 2008).

Occasionally, scholars argue that women’s stories have not been adequately told *by women* due to “the recurrent theme of modesty in the face of the heroic” but this does not sufficiently account for the long-time rejection of adding women’s experiences to general war historical narratives (Bruley, 2003; Maddrell, 2008).



Figure 2. Women of World War II Monument
London (Photo by E. Doerner)

Much of the scholarly literature that has explored British women's experiences of war reviews the "ordinary woman" in the context of her peers as a group (Korczynski et al., 2005; Hyams, 2014; Rowbotham, 1997; Summerfield, 1998).

Alternatively, some researchers argue that there is no "ordinary" experience of war, as women live through war with unique backgrounds, skills, and expectations, and homogenization of their experiences does not capture these discrepancies (Action, 2010; Giles, 2000). Additional research has explored more general constructs of gender and power during wartime (Summerfield, 1983; Summerfield, 1998).

Penny Summerfield is mentioned repeatedly throughout the scholarly literature for her instrumental work on the subject, as well as her work with oral histories and other first-hand accounts. Since the 1980s, she has written seminal texts on women and their recording of wartime experiences, including her book *Reconstructing Women's Wartime Lives: Discourse and Subjectivity in Oral Histories of the Second World War* (1998).

Eminent feminist scholar Sheila Rowbotham (whose papers are held at the Women's Library) writes of women's experiences of the Second World War in her book *A Century of Women: The History of Women in Britain and the United States* (1997). She notes similar major themes that other scholars such as Summerfield have explored that have colored many women's recollections of their war experiences. Other texts have been written that explore aspects of women's experiences of war, such as employment. *Bomb Girls; Britain's Secret Army: The Munitions Women of World War II* by Jacky Hyams (2014) relies heavily on oral history interviews with women who worked in the bomb factories during the war. Researchers have explored such varied topics as the role of music in factory work (Korczynski et al., 2005); women's employment histories and managerial experience (Wilson, 2005); and propaganda in visual mediums aimed at British women workers and housewives (Carruthers, 1990). Personal diaries and the intersection with wartime national and personal identity have been the topics of more recent research from Action (2010) and Bruley (2003).

The publications mentioned above all rely on large quantities of primary materials such as diaries, retroactive oral histories, government records and documents, institutional documents, popular media resources, and other key contemporary publications. Using primary materials located in archives can "seem constraining and daunting to the uninitiated, as well as reproductive of past hierarchies in the material they hold," however, "they can also be spaces of counter histories" and, at least in the case of disadvantaged groups such as women, honor the "multiplicity of...experience" (Maddrell, 2008).

Clearly, tangible written and oral interactions can be found between the "individual subjective experience of war and the larger context of public history" in primary materials located in women-focused archives (Action, 2010). Due to the role those interactions can play in understanding and expanding socio-historical war narratives, it is imperative that today's researchers are well versed on types of primary resources found in these archives, the Women's Library among them.

Current literature on British women's experiences of the Second World War relies heavily on materials housed in institutions such as the Imperial War Museum in London and other industrial and governmental "wartime" repositories. However, few of these publications use Women's Library resources as primary materials in the research process. For example, David Doughan wrote about the current state of the (then-Fawcett) library and mentioned several key resources in the collections but did not cover those specifically related to the Second World War (Doughan, 1992).

More recently, Heather Dawson, an Academic Support librarian at LSE, wrote a paper covering "primary and secondary source materials relevant to the academic study of law, gender and sexuality," but did not specifically cover any key items related to women and the Second World War (Dawson, 2015). Additionally, the Library's website does not mention that the Library holds materials related to the Second World War. Researchers interested in conducting wartime projects using primary resources will likely not think to investigate the Library's collections, which clearly would be unfortunate. This paper aims to fill that gap in the current body of knowledge by investing the holdings at the Library that cover the intersection of those topics.

The Women's Library

The Women's Library at the London School of Economics and Political Science "documents all aspects of women's lives, with an emphasis on the lives of women in the UK and the great political, economic and social changes of the last 150 years" (LSE, 2015). Library holdings currently consist of 60,000 books and pamphlets, 3,000 journal titles, 500 archives, and 5,000 museum objects (LSE, 2015). The Women's Library has had a complicated history. Originating in 1926 as the Library of the London Society for Women's Service, the Library has been part of the London Metropolitan University, was included as the Fawcett Library and housed for a while at the City of London Polytechnic (later Guildhall), and finally transferred to the LSE library in 2013 (Dawson, 2015).

The Women's Library now is connected to the British Library of Political and Economic Science, which was founded one year after its current home, the London School of Economics and Political Science, founded in 1895 (Dawson, 2015).

Access to materials located in the Women's Library collections is available to library members (anyone may apply for membership upon proof of address and ID) and an email requesting particular documents for review must be sent to Library Enquiries staff a few days in advance. The Reading Room is a brightly lit space with ample room for researchers (Figure 1). Posters that outline "Data Protection Guidance for Reading Room Visitors" and "Guidance for Photography in the Reading Room" are placed on each table. The Data Protection Act of 1998 indicates rules and regulations for the safe handling of personal data of currently living people (Information Commissioner's Office, 2015). Researchers are allowed to take non-flash photographs of collection materials under the conditions that they will not be used for any commercial purposes and are gathered without the intention of publishing; if otherwise, written permission must be obtained from the copyright holder(s).

Methodology

The research for this project was carried out in a sequence. First, the researcher accessed the Women's Library archival collections catalog (<http://twl-calm.library.lse.ac.uk/CalmView/>) and conducted basic and advanced searches using combinations of keywords and relevant terminology to discern what kinds of materials were related to the research topic. Initial search results indicated around 57 records related to "women" and the "Second World War" and subsequent searches narrowed those records to materials relevant to first-hand accounts. The research problem statement was expanded from just "oral histories" to include other types of first-hand accounts, such as written accounts of experiences in correspondence and personal papers, as fewer oral histories than were expected were readily available. Requests for specific materials were sent to the Library Enquires email account to

reserve them for viewing and also to reserve a space in the Reading Room for particular times and dates.

A series of four in-person visits to the Women's Library Reading Room allowed the researcher to view relevant primary materials, take notes and photographs of materials, and gain a better understanding of the Library's treatment, organization, and display of these resources. An additional visit was paid to the Wellcome Library to view videotapes of audio interviews. Relevant secondary sources were located by entering similar search strategies of keywords and phrases (e.g., "British women", "gender", "Second World War", etc.) into database packages specifically related to Women's Studies, Political Science, and History, *Library Literature and Information Science Full Text*, *Library Literature and Information Science Retrospective*, and other general resources like *Academic Search Premier* and *Google Scholar*.

Additionally, *LSE Research Online* was searched for possible relevant publications. *LSE Research Online* (<http://eprints.lse.ac.uk/>) is an online resource managed by LSE Library Services that serves as an institutional repository for books, book chapters, journal articles, and conference presentations that have used the collections at LSE and have been produced by LSE staff. Searching on a combination of terms such as "Women's Library", "Second World War", "women" and many other variations of these did not lead to collection analyses relevant to the specific topic of this paper. For example, a recent conference paper documented the Women's International League for Peace and Freedom collection (which has some connection to the Second World War) did not discuss the range of the entire Women's Library collections in terms of war-related materials (Horsler, 2014).

Upon physically viewing the primary materials located in the Women's Library collections, it was noted that the materials were often packaged in file folders or boxes, but no itemized list was attached to describe what was contained in the files. In all cases, no item order was presented and very few folders and boxes were marked with clear origin locations or

dates. Individual pieces within larger folders or boxes of material were not individually counted and cataloged; for example, a file would be cataloged as one record, regardless of if it contained one or 100 individual pieces. This presented some interesting challenges for organizing and making sense of the materials contained within.

Results

R1. What are some of the key resources in the Women's Library collection related to women and the Second World War?

Newspaper Clippings

Hundreds of newspaper clippings and albums of articles related to women that were published during the war years (Ref. No. 10/25/1 and Ref. No. 10/25/2) give researchers some insight into what was being widely published during the first few months of war, beginning September 1939 through around the same time the following year. Collected from newspapers such as *The Times*, the *Evening Standard*, the *Evening News*, *Manchester Guardian*, *Radio Times Supplement*, and some American newspapers (e.g., *New York Times*), every article had something to do with either women in general (or in some cases, a particular woman) and the new realities of war. Some of these clippings were pasted in a bound album while others were loosely filed.

Photographs

Photographs (Ref. No. Twl.photograph – Photograph Box F01) show a multifaceted picture of women during wartime. Upon viewing the album, it was clear that documentation of women during the First World War was a much stronger element of the collections than of women during the Second World War. However, Second World War photos provided a strong contrast in terms of how women were viewed, the types of work they did, and changes from the First World War to the Second. Some photographs were clearly taken by a professional photographer and are posed; others are quite candid and look to be taken by an amateur. Often the photographer was not identified on the photograph; none were identified in the item records.

Marjorie Hayward, O.B.E. (1905-1974) Personal Papers

Materials in Marjorie Hayward's personal papers (Ref. No. 7MJH/H/10, Box No. FL459) provide extensive documentation in the early years of the war as to the relative efficacy of planning and preparations for women's war work. Hayward had a background in journalism before she began working at the Ministry of Labour in 1940 (where she was a member of "Headquarters" staff). A biographical sheet included with her personal papers suggests that Hayward's "great interest was the subject of 'women and work' ...her position in the Ministry enabled her to be much involved." Her files include handwritten and typewritten notes and documents (signed and dated), statistical analyses and reports, personal and professional correspondence, and other ephemera. Also included are chapters from an unpublished manuscript on "woman-power during the war" rejected by publishers in 1960.

Modern scholars have written about a well-known National Conference of Women event which took place in Royal Albert Hall in London on September 28, 1943. This event was criticized by some for its heavy reliance on male leadership and its apparent symbolic rather than meaningful approach to women's problems (Carruthers, 1990). Six thousand women attended, and tickets and programs to this event can be found in Hayward's papers (Figure 3).

Out of the Doll's House Project

Out of the Doll's House (Ref. No. 8ODH) is a complex project focusing on women in the 20th century that was created in the late 1980s by an all-woman production team led by Angela Holdsworth. This multi-year project included an 8-part BBC documentary miniseries, a published book, and a series of oral history interviews. The Women's Library has several interview transcripts and recorded tapes in its collections; however, due to the Data Protection Act of 1998, the majority are not yet available for researchers to access because of still-living participants and issues surrounding personal data and confidentiality (Information Commissioner's Office, 2015). The transcript records currently accessible are those of women who were confirmed

to be deceased at the time of cataloging. The cassette recordings were not yet all cataloged and not accessible. The Women's Library does not hold the videotapes of the actual BBC documentary produced for *Out of the Doll's House*; these videos were viewed at the Wellcome Collection's Library in London.

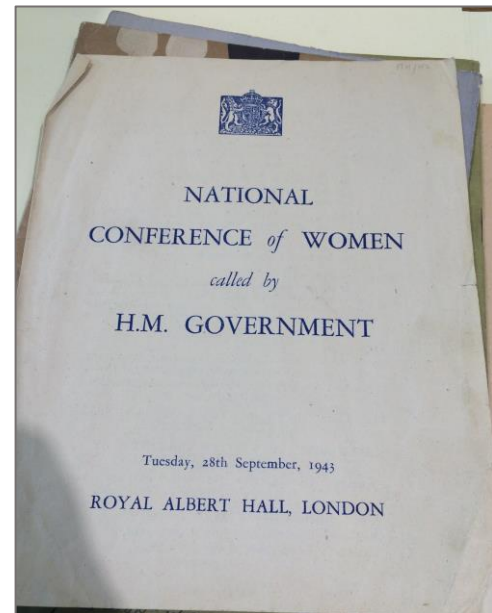


Figure 3. National Conference of Women Program, September 1943, personal papers of Marjorie Hayward (Photo by Erin Doerner)

Teresa Billington-Greig (1877-1964) Personal Papers

Teresa Billington-Greig, a "well-known feminist and a leader of the Women's Suffrage movement" (according to her 1940 contemporaries at the *Manchester Guardian*), has left a treasure trove of documentation of wartime experiences in her personal papers (records consulted include Ref. No. 7TBG/2/S/15, Ref. No. 7TGB/2/S/17, and Ref. Nos. 7TBG/2/S/01-09). She wrote extensively, from typewritten reports to handwritten notes scribbled on tiny scraps of paper, on nearly every topic related to women and the Second World War, as viewed through her unique experiences. Billington-Greig's papers are filled with ephemera; press clippings; drafts of speeches, presentations, and letters to the editors; publications both targeting women and written by women; and her own personal correspondence with professional and personal contacts in London and elsewhere. She volunteered

as an evacuation escort, was certified in First Aid, wrote constantly to a wide range of organizations and women's clubs, and was one of four directors of The Business and Professional Women's Club Ltd.

R2. What do these specific resources tell us about women's experiences during the Second World War?

Newspaper Clippings

Earliest dated articles mention possible conscription for women, postings for open positions, discussions of what women should wear during the night raids (slacks), personal stories of women volunteering for service again after serving in the First World War, interviews with women working in a variety of wartime jobs, and a slew of advertisements aimed at helping women maintain their femininity now that they had to wear a uniform or abandon lipstick and nail varnish. As the war progressed, the distinct change in tone from light-hearted fashion advice to tense concerns over women's unemployment, lack of support for suitable childcare, and unfair labor practices was made quite clear. A few articles reporting sexual violence against women are included amongst various files. Gender is always used as an adjective in headlines and article text (e.g., women police, girl bus conductors, etc.), perhaps adding to the sense that women doing war work was novel. Of interest is the fact that many of these articles are written by women or treat women as interview subjects for case studies, or both. Some editorial control has likely influenced the final content, but these elements still capture the contemporary "women's experience" as published for a widespread audience. Many articles written by women fall on both sides of hotly contested issues, providing glimpses into the very different ways that women might interpret a specific event or topic.

Photographs

In First World War photos, women are shown doing very dirty jobs, such as working in tanneries; working in glass, terra cotta and boot factories; as millers and wool weavers; as tree clippers, gravediggers, and carpenters; making bread, washing donated shoes and making steel helmets. In the Second World War, service women are shown plotting aircraft on large

maps, working in industrial factories, and "digging for victory" by growing their own gardens. Some of these photographs are stamped with "publicity photograph" on the reverse; thus, women in the Second World War whose experiences are captured on film "in the moment" look more cheerful and eager to complete their work.

Marjorie Hayward, O.B.E. (1905-1974) Personal Papers

Hayward's papers include a copy of the *Survey of Woman Power Problems*, a report generated from data gathered from July to October 1942 and issued in November of that same year. It offers a tangible scope to the problem of needing more women to work to support the war effort. Conclusions and recommendations of the report offer perspectives on how women may be more effectively approached and encouraged to contribute to governmental demands. Hayward gathered information from a multitude of sources and wrote reports regarding her interactions with women, thereby incorporating her own perspectives into what "could" and what "should" be done.

Out of the Doll's House Project

Several women's interview transcripts were consulted and also viewed on video recordings, including the following women who discussed their experiences of the Second World War: Irene Angell, an office worker in London; Kathleen Halpin, a member of the National Society of Women's Service and Regional Administrator for the Women's Voluntary Service in London; Gladys Gregory, who worked in an aircraft factory in the First World War and was disappointed to not work in a factory in the Second; Ethel Dean, a seamstress of "battledresses" at a textile firm in London's East End; Annie Fry, a tram conductress in the First World War who was prevented from working on the trams again in the Second World War by her husband, and instead stayed at home with her children; and Hilda Clinkard, who worked in a wartime department in the Ministry of Supply. The enormous variety of employment, volunteer work, educational level, marital and parental status, and perspectives on the inevitability of war and women's role in it within just these six

examples is completely staggering. Perhaps women's wartime experiences should be considered predominantly homogenous only by grave error.

Teresa Billington-Greig (1877-1964) Personal Papers

Billington-Greig wrote about and documented an incredibly wide-range of issues, not limited to: equal compensation for equal work, insurance benefits, equal compensation for war injury, unemployment insurance for married women, illegitimate "wartime" children born to unmarried mothers, child labor reforms, employment of women based on specific criteria (e.g., age, educational level), pensions for older women workers, censorship, evacuation schemes, and food rationing and supply issues. She routinely tracked employment statistics and pay-rate changes comparing women to men. In a lengthy letter to a friend, she records her own experience of living in London during the Blitz, beginning her handwritten statement with, "The attack on London began almost as soon as you left, and has continued ever since..."

R3. For what kinds of research problems or themes would these resources be useful to other researchers?

Newspaper Clippings

What is included in these clippings is just as important as what is not included; however, this can be difficult to gauge, given they are removed from their original context within the newspaper page. It was interesting to note when duplications would appear (e.g., copies of the same article saved by two different people). Was this happenstance, or was this a particularly important event or topic that resonated with many women? In some ways, these collections of clippings can be read as an "authorless" narration of one particular perspective. By engaging with popular media, these articles can tell researchers about how women interacted with the narratives that were being shaped concurrently about and around them.

Photographs

Researchers looking to compare some similarities and differences between the wars will find striking evidence in these photographs. Both young and older

women are working in a variety of roles and positions. During the First World War, a greater number of older women are seen to be working in manual labor or unskilled work, appear to be physically dirty from their work, and are wearing "man's" clothes or simpler versions of women's clothes. The photography is candid and not posed. In the Second World War, women are dressed in nicer clothes or in official uniforms, are shown doing skilled work, and many images have a hint of "propaganda" to their composure, content, and display. Research investigating the role of visual propaganda featuring women and work during the Second World War would be well served by viewing this sequence of images.

Marjorie Hayward, O.B.E. (1905-1974) Personal Papers

Correspondence between Marjorie Hayward and other women who were in leadership positions confirms for researchers the massive difficulties of organization when it came to women and the war. Her personal notes from Ministry of Labour meetings and letters to acquaintances and friends document the logistical complexities of suddenly needing to rely on women-power for the security of the nation, but being faced with challenges of not always knowing how to organize or mobilize these new forces. Researchers will also get a sense of what it was like to be a woman working in the Ministry of Labour during the Second World War and the efforts made by a woman on behalf of women working within the governmental sphere.

Out of the Doll's House Project

Researchers interested in oral history accounts and recollections of war should be careful to recognize the differences between "traditional" oral histories and interviews conducted for the purposes of a television documentary series. Most of these women were born in the late 1890s or around the turn of the century, and so give substantial voice to middle-aged women's insights and wartime experiences, a perspective that researchers often remark is frequently over-looked in academic scholarship. A wide variety of experiences are captured in these

interviews, which would make for additional depth for researchers interested in diverse narratives.

Teresa Billington-Greig (1877-1964) Personal Papers

Billington-Greig often reviewed a newspaper article or government report, generated impressions and responses, and drafted a list of “next steps” for personal use or to send out to her contacts. However, much of her personal writing is not dated, which presents challenges to researchers needing to piece together the sequence of her papers. She occasionally re-writes or expands upon existing written notes, which allows researchers an interesting insight into the development of her thought processes over time. Her personal papers present a captivating snapshot of daily life during the Second World War and, in a way, form a “narrative” much like diary entries would through her habit of writing small notes regularly. She was a woman with connections, yet her papers allow researchers to explore her private world of frustration that even with her assumed privileges, she could not do more to promote the interests of women.

Conclusion

This study serves to highlight some of the key resources associated with women and the Second World War currently held at the Women's Library. It also provides researchers with a sense of how these materials confirm and extend impressions of women's known wartime experiences, as well as provides general suggestions for types of research projects that may be well served by referencing these collections. A variety of first-hand experiences during the Second World War are represented in contemporary press clippings, newspaper articles, professional and amateur photographs, personal papers of women, oral history interviews and other ephemera, when taken together, all serve to tell the complex story of women and war.

Scholars have written about major events that women such as Marjorie Hayward attended. Kathleen Halpin, an *Out of the Doll's House* interviewee, had newspaper articles written about her, the clippings of which were saved by other women. Teresa Billington-Greig captured in “real-time” events and ideas that

were referred to later in oral history accounts by other women. For as much as wartime experiences appear to be unique, there is indeed a “universality” to having all lived through those dark days; yet, as much as war is universal, individual women have lent their own words and voices to tell their unique stories and perspectives of war. Future research on women's wartime experiences would do well to continue a nuanced approach to investigating their complex histories.

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An Historical Analysis of the Fay B. Kaigler Children's Book Festival

By Leah Rials

Master's Research Project, December 2015

Readers: Dr. Teresa Welsh

Dr. Matthew Griffis

Introduction

Background

The Fay B. Kaigler Children's Book Festival, hosted by Southern Miss School of Library and Information Science in Hattiesburg, Mississippi, was first held in 1968. The festival, which is held annually, promotes children's literature, as well as writers, illustrators, publishers, librarians and educators. The festival mission is "to recognize excellence in the field of children's literature and to provide librarians, teachers, researchers, and community members the opportunity to learn about and appreciate children's literature through presentations, workshops, and personal interactions with people of significance in the field" (USM Aqila, 2015a). Dr. Warren Tracy, Library Science Department chairman and University Librarian, and Dr. Lena Y. de Grummond, Library Science professor, worked to develop the first Children's Book Festival along with the Library and Information Science Department and support from Dr. William D. McCain, fifth President of the University of Southern Mississippi from 1955 to 1975 (Figure 1).



Figure 2. Dr. Lena de Grummond
(Southern Miss McCain Library and Archives)



Figure 1. Dr. Warren Tracy, Dr. de Grummond, Dr. Frances L. Spain, Dr. William McCain, 1968 Festival
(Southern Miss McCain Library and Archives)

Two years before the first Fay B. Kaigler Children's Book Festival, Dr. Lena de Grummond started curating the de Grummond Children's Literature Collection (Figure 2). Dr. de Grummond spent a number of hours writing letters to various children's literature authors and illustrators, urging them to donate original materials to the collection. The first donated items came from Bertha and Elmer Hader, a husband and wife who authored and illustrated books. The Haders sent manuscript materials, dummies, and illustrations for their work with *Ding, Dong, Bell* (1957) to the de Grummond Children's Literature Collection. Over the years the collection has grown impressively and now holds work from over 1,300 authors and illustrators, including a substantial amount of work from H.A. and Margret Rey as well as Ezra Jack Keats (USM Aqila, 2015a).

Problem Statement

This study focuses on investigating the origins of the Fay B. Kaigler Children's Book Festival, an internationally renowned annual conference hosted at The University of Southern Mississippi. This research is based on archival collections available at the McCain Archives and Special Collections.

Research Questions

- R1. What were the origins of the Southern Miss Children's Book Festival?
- R2. Who was Fay B. Kaigler and what is her contribution to the festival?
- R3. How was the festival organized and operated?
- R4. How is the festival financed?
- R5. What awards are given at the festival? What are the history of these awards?
- R7. What historical images are related to the history of the book festival?

Definitions

Historical method - "the process of establishing general facts and principles through attention to chronology and to the evolution or historical course of what is being studied" (Dictionary.com, 2015).

Triangulation - "drawing upon multiple sources of data" (Given, 2008).

Limitations of the Study

This study is limited to historical documents and images available at The University of Southern Mississippi de Grummond Children's Literature Collection and University Archives. Sources of information were limited to the materials held in the Special Collections at the McCain Library.

Assumptions

It is assumed that the historical documents and various publications related to the history of the de Grummond Children's Literature Collection used in this study are accurate and complete.

Importance of the Study

Dr. Tracy and Dr. de Grummond were aware of the importance of the Children's Literature Collection and saw the Children's Book Festival as a way to feature the collection and the resources found within it. An historical study of the Southern Miss Children's Book Festival is a useful way to document and highlight the history of the festival and to understand how it has developed over time.

Literature Review

Children's Literature Collections

Leslie Barban (2005) wrote about her experience receiving the Louise Seaman Bechtel Fellowship and spending a month researching at the Baldwin Library of Historical Children's Literature at the University of Florida. Originally there to study E. Nesbit, Barban found that the collection's vast holdings were too good to not be distracted by: the Baldwin collection, which consists of the first American edition of *Alice's Adventures in Wonderland*, all of the Nancy Drew and Hardy Boys books, and a 1668 edition of *Aesop's Fables*, was started by Ruth Baldwin in 1977. Baldwin aimed to add books to the collection that had been owned by children: books that have been read, written in, shared, and loved. While Barban spent a considerable amount of time being sidetracked, it was not all for nought - she discovered by browsing and examining three centuries' worth of children's literature, that children's literature reflects the time it was written and upholds the standard values and societal rules of that age. Barban concludes the article by expressing a need for children's literature collections to understand the purpose of children's literature and framework in which it is viewed.

Emma Laws (2007) focused on the Victoria and Albert Museum's Beatrix Potter Collections in her article "Showing 'What a Woman has Done': The Beatrix Potter Collections at the V&A." Laws began the article describing Beatrix Potter and her desire for privacy; her life was somewhat a mystery to the outside world until her death in 1943. A few years after that, Margaret Lane published the first biography on Beatrix Potter.

The first collector and curator of Beatrix Potter's art was Leslie Linder (Wiltshire, 2016). Mr. Linder donated his personal collection to the Victoria and Albert Museum in London, one of the best centers for children's literature research. Their collections hold over 100,000 children's literature titles and manuscript materials, including drawings from Walter Crane, Randolph Caldecott, E. H. Shepard, and Kate Greenaway. Mr. Linder's donation contained 2,100 items related to Beatrix Potter's artistic development dating to her earliest years included drawings and sketches, correspondence, and photographs.

The Beatrix Potter Collection at the V&A also includes photographs taken by her father Rupert. The National Book League, now known as the Book Trust, gave its collection of Beatrix Potter artworks to the V&A. The collection's most popular letter, on permanent loan to the V&A from Pearson, is a letter dated September 4, 1984, to Noel Moore with a drawing of Peter Rabbit, Potter's most famous work (Laws, 2007).

Laws (2007) also discusses the problems facing the archiving of the Beatrix Potter Collection at the V&A. The biggest of these problems is related to preservation. Many of the items in the collection are fragile, can damage easily, and are sensitive to light. Fragile items must be stored in environments with low lighting and consistent archival temperature. The other issue facing the collection is increasing access to the collection. Archivists label each item on its sensitivity to exposure and maintain a spreadsheet that records which items are being exhibited or loaned and for how long. Laws emphasizes the importance of having a professional librarian, archivist, and curator and concludes that these three roles share basic job functions like cataloging, housing material, preservation work, exhibiting, and researching.

Barbara L. Dash (2010) describes the Grushnikov Collection at the Library of Congress, which holds more than 6,000 children's books from the Soviet Era as well as a multi-volume bibliography of Russian children's illustrators compiled by Grushnikov. The collection is a representation of authors and illustrators of twentieth century Russian children's

literature, classic Russian literature and poetry, folk tales, fairy tales, and other books written in English, Slavic, Turkic, and Asian languages. The decades that are most represented in this collection are those in the 1940s, 1950s, and 1960s. The collection is housed in archival boxes at the Library of Congress and is searchable through the library catalog. A future project of the LOC is to select books from this collection for digitization. Oleg Grushnikov "wanted his collection to demonstrate how the work of individual Russian illustrators developed" as well as how different political and cultural life periods in the Soviet Union are reflected in these works (Dash, 2010).

De Grummond Children's Literature Collection

Dr. Warren Tracy (1978) wrote about the Children's Literature Collection at The University of Southern Mississippi as well as the Children's Book Festival in the March 1978 issue of *Mississippi Library News*. The special collection, today known as the de Grummond Children's Literature Collection, was started in 1966 when Dr. Lena Y. de Grummond approached Dr. Tracy about investing in children's books for the Library Science Program. After Dr. de Grummond had collected a substantial amount of early children's books, she then turned her efforts on obtaining original materials from authors and illustrators. After sending a large number of handwritten letters to those involved in contemporary children's literature, contributions began pouring in (Tracy, 1978).

Dr. Tracy decided that steps needed to be taken so that the materials could have greater visibility. A system for traveling exhibits was established so that select pieces of artwork could be loaned to museums, libraries, and other venues for display. Dr. Tracy established an annual festival, as well as an award, so that the children's literature collection would be highlighted. A two-day festival, including talks by authors, illustrators, librarians, and other authority figures on children's literature, was planned, thus the Children's Book Festival was created. The first year of the festival saw renowned speakers such as Taro Yashima, Joseph Krungold, Mary K. Eakin, and Lois Lenski, who received the first USM medallion (Tracy, 1978).

Dr. Tracy wrote about the decision on how to present the USM medallion award. A medal with a basic design was created, with the plan that the names and dates would change yearly. In order to differentiate the USM Medallion from other awards in the field, such as the Caldecott and Newberry Awards, the medallion winner would be a top quality author or illustrator of children's literature who "must have sustained a high quality of writing or illustrating over a period of years" (Tracy, 1978, p. 28).

Since the first medallion was presented to Lois Lenski, a number of renowned children's literature contributors have received the award including Ernest H. Shepard (Figure 3), Roger Duvoisin, Marcia Brown, Lynd Ward, Taro Yashima, Scott O'Dell, and Adrienne Adams. Dr. Tracy noted the importance of the de Grummond Children's Literature Collection and how fast the collection has grown since its beginning in 1966, as well as the problem of needing space to house all the materials. By the time of this article in 1977, the collection had received "3,768 manuscripts, 11,637 pieces of artwork, 115 dummy books, and 4,600 photographs" (Tracy, 1978, p. 28).



Figure 3. Ernest H. Shepard (left) with Dr. Lena de Grummond (right) in 1970 (Southern Miss McCain Library and Archives)

Barbara Elleman (1995) wrote about her visit to the de Grummond Children's Literature Collection, which contains not only children's literature but also a vast

holding of manuscript materials. Dr. de Grummond felt that students learning to be librarians should have a better understanding of children's literature and the process of creating the literature and accompanying illustrations. The collection in 1995 held over 52,000 titles and Elleman pointed out that many contributors to the de Grummond collection came to North America as immigrants, which helped to shape children's literature into a well-rounded and diverse genre (Elleman, 1995).

The de Grummond Children's Literature Collection is not only useful to those studying children's literature or librarianship, but to a variety of researchers and scholars. Citing items such as correspondence between authors and editors, antique tea service sets, puzzles, and other items, Elleman (1995) states "representation of today's working artists ensures that study and examination of the current evolutionary process of bookmaking is available as well as that of the past" (p. 682). This representation is important in making the de Grummond collection more than just a repository of children's literature and gives students and researchers the opportunity to study the material in- depth.

Methodology

The methodology of this study is an historical analysis of the de Grummond Children's Literature Collection. Archival documents and images from the de Grummond Children's Collection as well as news clippings related to the collection and the book festival were examined and analyzed to address each of the research questions. The Children's Book Festival Collection (DG0182), Fay B. Kaigler Papers (DG1326), Lena Y. de Grummond Collection (DG0256), as well as unprocessed items held in the de Grummond Collection were examined in order to address each of the research questions.

Microsoft Excel was used to compile data into a spreadsheet. Archival images and historical documents were compiled into a folder. Triangulation (the cross-checking of information from various sources) was used in order to increase the validity of the study.

Results

R1: What were the origins of the Southern Miss Children's Book Festival?

The Children's Book Festival began just two years after the de Grummond Children's Literature Collection. Dr. Lena de Grummond, Professor of Library Science, took the initiative to get the special children's literature collection started. Dr. de Grummond had just retired from the position of State Superintendent of School Libraries for Louisiana before coming to The University of Southern Mississippi. She wanted her library science students to examine children's books up close, as well as the process to create the book and get it published. Writing numerous letters each week to writers, illustrators, and owners of rare books, Dr. de Grummond began receiving donations so fast that soon the collection was in need of a bigger space (Amoss, 1981).

One of the first illustrators to respond was Edward Ardizzone, who expressed that he would love to give illustrations to the collection, but was not able to do so considering that a complete set could be sold for a substantial sum. A year later, Dr. de Grummond visited Mr. Ardizzone in England, and returned with an incomplete set of his illustrations. These incomplete illustrations, while not worth as much as a complete set, but were still a valuable addition to the children's literature collection (Amoss, 1981).

Dr. Warren Tracy was so impressed with the response to de Grummond's efforts that he, with the help of Dr. de Grummond and the School of Library Science, established the first children's book conference in 1968. Dr. Tracy wanted to showcase the items within the collection and the intended audience was the same as it is today - educators, librarians, children's literature scholars, school teachers and students. Members of the surrounding community who had a love for children's literature were encouraged to attend the festival as well. The book conference aimed to show the creative process that goes into the making of children's books, and included three days of notable guest speakers, exhibits, films, luncheons, workshops, and panel discussions led by publishers and editors (Amoss, 1981).

In 1969, the conference officially became known as the Children's Book Festival. This was the first year that the Southern Miss Medallion was awarded. According to Dr. Onva K. Boshears, Festival Director from 1977 to 1980, the focus of the Children's Book Festival had always been about "bringing together those who work with children, to hear those who write and illustrate children's books. And that has made a wonderful mix that contributes to a wonderful festival" (Bradford, 1997).

R2: Who was Fay B. Kaigler and what is her contribution to the festival?

In 2001, the festival was named in honor of Fay B. Kaigler from Gloster, Mississippi, a long-time participant and supporter of the Children's Book Festival. She was a retired teacher, having taught in California and Mississippi public schools for 33 years (Figure 4).



Figure 4. Fay B. Kaigler (center) with fourth grade class, Pasadena, CA, 1955. McCain Library and Archives, de Grummond Children's Literature Collection, Fay B. Kaigler Papers (DG1326), Box 2

Fay B. Kaigler is remembered for inspiring and encouraging reading and the importance of books to her students. She planned a generous endowment to the Children's Book Festival, which supports the continuation of the festival so that educators, writers, illustrators, and students would be inspired to "strive for excellence in children's literature and of providing

information to teachers and librarians" (USM Aquila, 2015a).

R3: How was the festival organized and operated?

Dr. Warren Tracy directed the Children's Book Festival until 1977 with the assistance of Dr. de Grummond as well as faculty and staff in the School of Library Science. The exhibits at each year's festival were arranged by staff of the de Grummond Collection. These exhibits would showcase the children's literature collection, especially materials by Randolph Caldecott, Walter Crane, Kate Greenaway, Scott O'Dell, and Ezra Jack Keats.

From 1977 to 1980, Dr. Onva K. Boshears served as director of the festival. Dr. Boshears, Director of the Library School, was dedicated to the well-being of the festival. After his time served as festival director, he continued to help with the Children's Book Festival as well as serve as the Chair of the Southern Miss Medallion Committee until his retirement in 2001. In 1998, Dr. Boshears wrote a letter to Dr. Horace Fleming, the university president at that time, expressing his worry about the future of the festival after his retirement. In this letter, Dr. Boshears proposed that a university budget account be established for the festival. The letter also suggests that the festival be operated as a joint effort between USM Libraries and the Library School (Children's Book Festival Collection DG0182, 1998).

In 1980, Dr. Jeannine Laughlin-Porter was named festival director. This was also the year that the Southern Miss Medallion was awarded to Ezra Jack Keats. Ezra Jack Keats enjoyed his time at the festival so much that after his death, the de Grummond Children's Collection received Keat's original artwork, dummies, preliminary sketches, as well as personal papers. Starting in 1987, the Ezra Jack Keats Lecture, funded by the Ezra Jack Keats Foundation, began and has since been an integral part of the Book Festival. The lecturer, chosen by the School of Library and Information Science, is an individual who is an authority on the picture book or a noted picture book illustrator. During Dr. Laughlin-Porter's years as director, Dr. Boshears helped with the planning of the Festival and in 1994 he resumed the title of Festival

Director until 2001. After that time, Dr. Rosemary Chance, Assistant Professor of Library and Information Science, served as director from 2002 until 2004, then Dr. Catharine Bomhold served as the director until 2010. Karen Rowell, who has worked as the assistant director of the festival since 2007, currently oversees the festival, working with a steering committee composed of University of Southern Mississippi faculty (USM, 2015).

R4: How is the festival financed?

One way the festival was financed early on was through registration fees. Those interested in coming to the Fay B. Kailger Children's Book Festival could choose different registration packages. In 1997, the registration package fee for the entire festival was priced at \$84, with other options to choose from as well. For example, participants could chose the \$44 option, which would allow them to see everything besides the luncheons and medallion awards banquet. An endowment was established by The University of Southern Mississippi Foundation and the festival supported by generous donors, in particular Fay B. Kaigler. Dr. Martin and Lillie Pope of the Ezra Jack Keats Foundation. The Ezra Jack Keats Foundation's annual grant also funds the Ezra Jack Keats Lecturer and Awards (de Grummond Children's Literature Collection, 2015).

R5: What awards are given at the festival? What are the history of these awards?

The Southern Miss Medallion (Figures 5, 6, 7), awarded "for distinguished service in the field of children's literature" (USM, 2015), is an annual award that is presented to authors or illustrators who have a "high quality of writing or illustrating over a period of years" (Tracy, 1978, p. 28). The award is not for one work, but rather for the recipient's total body of work. A Medallion Committee was created in order to determine a list of nominees for the award and to choose a winner. Through the years, committee members have been composed of past festival directors, past medallion winners, children's literature authors, illustrators, professors, and experts in the field. Each year, six silver medallions are struck and one presented to the medallion winner, one to the President of the University of

Southern Mississippi, one to Dr. de Grummond, one to Mississippi State Archives and Museum, and two to the de Grummond Children's Literature Collection (first known as the University of Southern Mississippi's Children's Collection). A number of aluminum medallions are also created to be sold.



Figure 5. Display of Southern Miss Medallions (Southern Miss McCain Library and Archives)



Figure 6. 1971 Southern Miss Medallion, Roger Duvoisin (Southern Miss McCain Library and Archives)

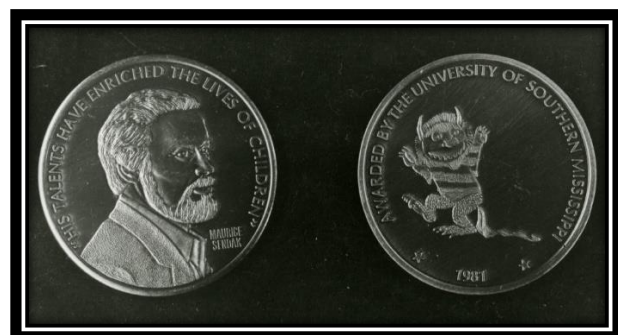


Figure 7. 1981 Southern Miss Medallion, Maurice Sendak (Southern Miss McCain Library and Archives)

The medallion winner award banquet and presentation quickly became the highlight of the Children's Book Festival. The award was first presented to Lois Lenski (Figure 8), who established the Lois Lenski Memorial Fund, which allowed attendees to obtain an aluminum copy of the medallion for a contribution of ten dollars (de Grummond Children's Collection, 1969). Since then, the award has been given to noted contributors to the field, such as Ernest H. Shepard in 1970, followed by Roger Duvoisin, Marcia Brown, Lynd Ward, Taro Yashima, Barbara Cooney, and Scott O'Dell (Appendix).

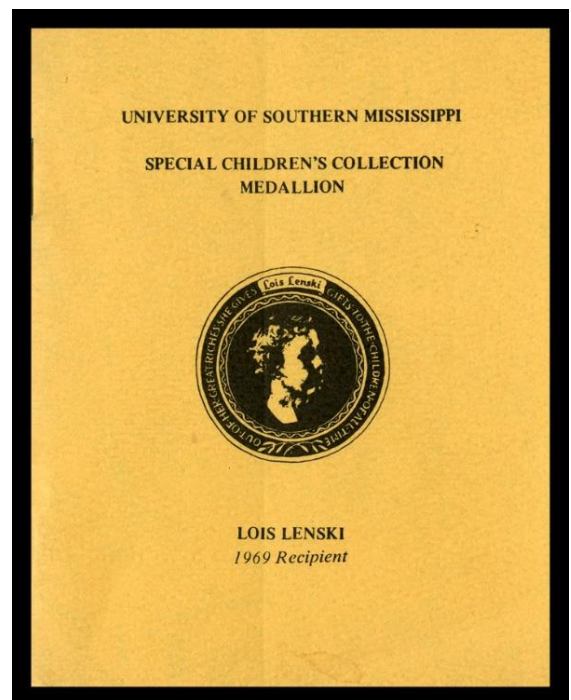


Figure 8. 1969 Southern Miss Medallion Booklet Cover (Southern Miss McCain Library and Archives)

The Coleen Salley Storytelling Award was established in 2010 in honor of Coleen Salley, Professor of Children's Literature at the University of New Orleans, who was a storyteller and longtime supporter of the festival. She helped to attract speakers to the festival by writing letters to various authors, illustrators, and publishers, encouraging them to come to the Fay B. Kaigler Children's Book Festival (Aquila, 2015b). The Coleen Salley Storytelling Endowment as well as The University of Southern Mississippi Foundation supports the Coleen Salley Storytelling Award, given to "a storyteller

whose mission reflects the ideals and dedication to the field that Ms. Salley personified.” Since 2010 the winners have been Walter Mayes, Carmen Agra Deedy, Caroline Herring, Trout Fishing in America, Mary Hamilton, and Rita Auerbach (USM, Coleen Salley Storytelling Award, 2015).

Another award given at the Fay B. Kaigler Children’s Book Festival is the Magnolia Award, a partnership between the Mississippi Department of Education, Mississippi Library Commission, Mississippi Reading Association, the Southern Miss School of Library and Information Science, Fay B. Kaigler Children’s Book Festival, Southern Miss Department of Curriculum, Instruction, and Special Education, and the de Grummond Children’s Literature Collection. The mission of the Magnolia Award is “to introduce the children of Mississippi to current children’s literature and instill a love of reading” (Aquila, 2015a). A list of nominations are made by the Magnolia Committee and the books read and voted on by children in grades K-12 across Mississippi schools (public, private, and homeschooled) (Aquila, 2015a).

The Fay B. Kaigler-Ruth Lamont Award was established and funded in 1998 by Fay B. Kaigler and Ruth Lamont, two friends who share a passion for children’s literature, to recognize “distinguished accomplishments in promoting children’s reading by librarians and teachers in Mississippi schools and by children’s librarians in the public libraries of Mississippi” (USM, 2015, para. 1). The recipient of the award receives free registration to the festival, a plaque commemorating the honor, a \$500 honorarium, as well as \$500 to purchase books for their library. The first person to be honored with this award was Mattie Rials, a children’s librarian with the Pike-Amite-Walthall Public Library System in McComb, Mississippi (USM Kaigler Book Festival, 2015).

The Ezra Jack Keats New Writer and New Illustrator Awards for Children’s Books (also known as the Ezra Jack Keats Book Award) is also presented annually at the Book Festival. This award is to “encourage authors and illustrators starting out in the field of

children’s books” (Aquila, 2015a). The recipient of this award must have no more than three books published. A selection committee of children’s literature experts identifies nominees who produce work with like-minded values to Ezra Jack Keats, the “universal qualities of childhood, a strong and supportive family, and the multicultural nature of our world.” In 2012, an “Honor Books” category was added to the awards.

R7: What historical images are related to the history of the book festival?

There are many photographs relating to the history of the book festival held in the de Grummond Children’s Literature Archives. Many of these images are a part of an unprocessed de Grummond Photograph Collection. The images are currently being stored in filing cabinets in the archive and are awaiting accession. A few historic images can be found in The University of Southern Mississippi’s Digital Collections at digilib.usm.edu/. Digital Collections also includes scans of seven Southern Miss Medallions, including the most recent two recipients of the award, Christopher Paul Curtin and Paul O Zelinsky. Many of the images in Figures 4 - 25 are as yet unprocessed in the de Grummond Photographs Collection. The AQUILA Digital Community’s Children’s Book Festival Web site holds PDFs of festival brochures from 2007 through 2015: <http://aquila.usm.edu/bookfest/>.

Discussion and Conclusion

Through the years, thousands have traveled to the Fay B. Kaigler Children’s Book Festival at The University of Southern Mississippi in Hattiesburg. The results of this study document a large number of distinguished professionals in the field that have participated in the festival, which has helped to make the Fay B. Kaigler Children’s Book Festival one of the most historically important children’s literature festivals in the Southern United States. The festival currently attracts 400-500 librarians, educators, children’s literature professionals and enthusiasts.

The Southern Miss Medallion continues to be awarded each year to an outstanding author or illustrator of children’s literature. The festival

workshops and presentations highlight the process of creating books for children, discuss continuing themes in children's literature as well as the relationship between authors and publishers.

Other areas of the book festival that may be of interest for further research are to analyze the individual speeches and workshops held each year. The Children's Book Festival Collection (DG0182) held in the de Grummond archives contain a large number of VHS tapes from the festival events and many speeches and workshops are included in these tapes. The collection also includes typescripts of the Southern Miss Medallion winners' speeches. Another potential area of research could focus on the festival participants. The Children's Book Festival Collection contains information on the festival participants including a list of names and locations, transportation documents, as well as evaluation sheets filled out at the end of each festival.

Due to the success of the festival, the University of Southern Mississippi has made strong connections with the authors and illustrators honored at the festival throughout the years. Many of the Southern Miss Medallion winners have donated books and manuscript materials to the de Grummond Children's Literature Collection, which helps continue to make the de Grummond Collection one of the most outstanding collections of children's literature in the United States.

One of the most important relationships the festival helped to create is that between the University of Southern Mississippi and the Ezra Jack Keats Foundation. The foundation still works closely with USM and the staff of the de Grummond Collection to facilitate the new Author and Illustrator Book Awards. It is due to these relationships that the University of Southern Mississippi has become well-known as a hub of children's literature research.



Figure 9. Faculty/Staff examining foreign children's books, Children's Book Conference, 1968 (L to R) Vernon Merrifield, Carol Duncan, Marilyn Pound, Georgia Tracy (Southern Miss McCain Library and Archives)



Figure 10. Taro Yashima and Lois Lenski signing autographs at the 1969 Children's Book Festival (Southern Miss McCain Library and Archives)



Figure 11. Roger Duvoisin at the 1971 Book Festival (Southern Miss McCain Library and Archives)



Figure 13. Book store display welcoming attendees of the 1974 Children's Book Festival (Southern Miss McCain Library and Archives)



Figure 12. Original art created by Tony Chen exclusively for the 1973 Children's Book Festival (Southern Miss McCain Library and Archives)



Figure 14. Dr. Warren Tracy looking over the manuscript for film, "Let's Help Recycle" at 1974 Festival (Southern Miss McCain Library and Archives)

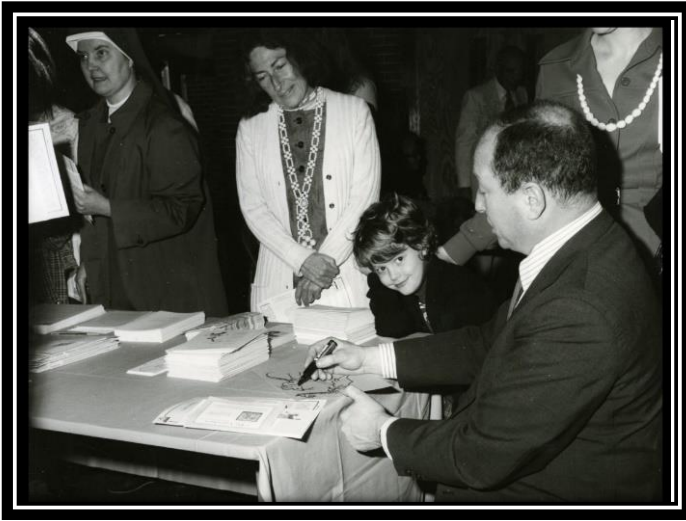


Figure 15. Peter Spier signing autographs, 1974 Book Festival (Southern Miss McCain Library and Archives)



Figure 17. Madeleine L'Engle (right) and women viewing L'Engle's manuscript for *A Wrinkle in Time* and *Summer of the Great-Grandmother*, 1978 Festival (Southern Miss McCain Library and Archives)

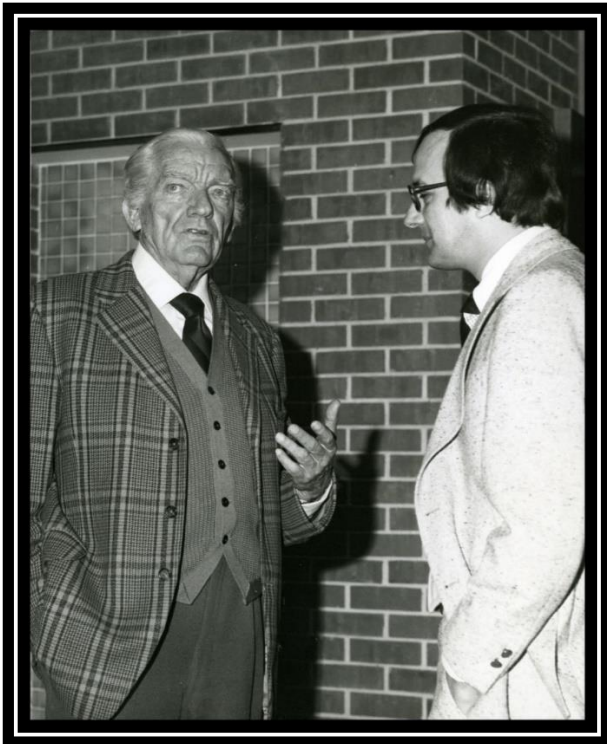


Figure 16. 1976 Medallion winner Scott O'Dell with Dr. Boshears (Southern Miss McCain Library and Archives)



Figure 18. Anne McConnell (second from left) and Barbara Corcoran (second from right), 1979 Children's Book Festival (Southern Miss McCain Library and Archives)



Figure 19. 1979 Medallion winner Leonard Everett Fisher, Dr. Onva K. Boshears, and Roger Johnson (Southern Miss McCain Library and Archives)



Figure 21. Dr. Jeannine Laughlin-Porter, Lora Long, Virginia Hamilton, Richard Peck, and Lee Ames, 1981 Festival (Southern Miss McCain Library and Archives)

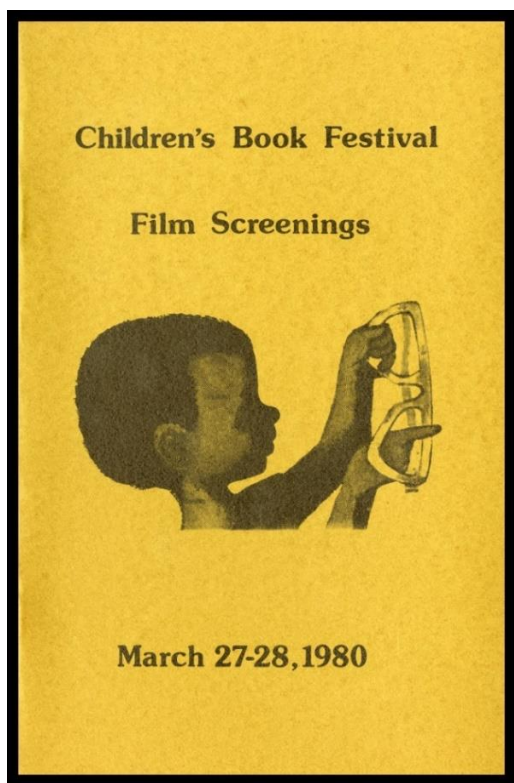


Figure 20. 1980 Book Festival Film Screenings booklet cover (Southern Miss McCain Library and Archives)

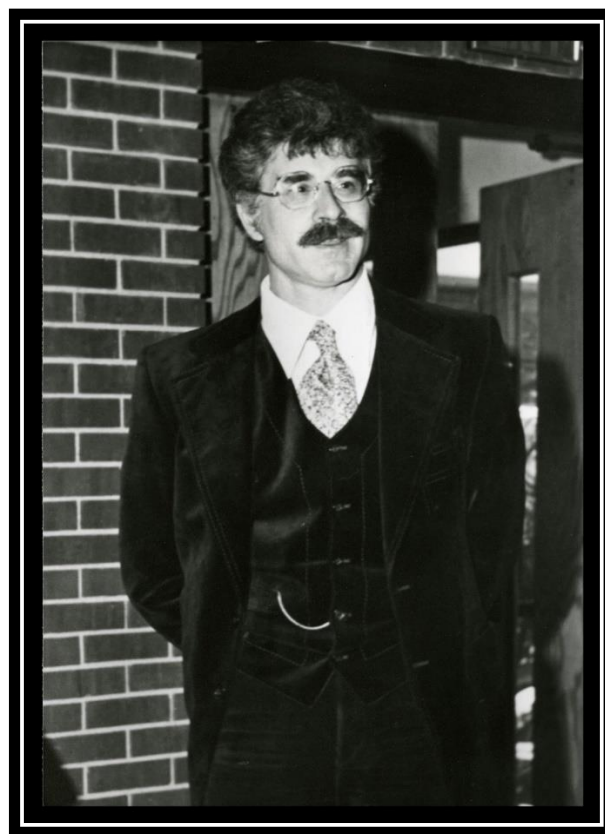


Figure 22. 1985 Medallion winner Arnold Lobel (Southern Miss McCain Library and Archives)



Figure 23. 1990 Medallion winner Charlotte Zolotow, Children's Book Festival (Southern Miss McCain Library and Archives)

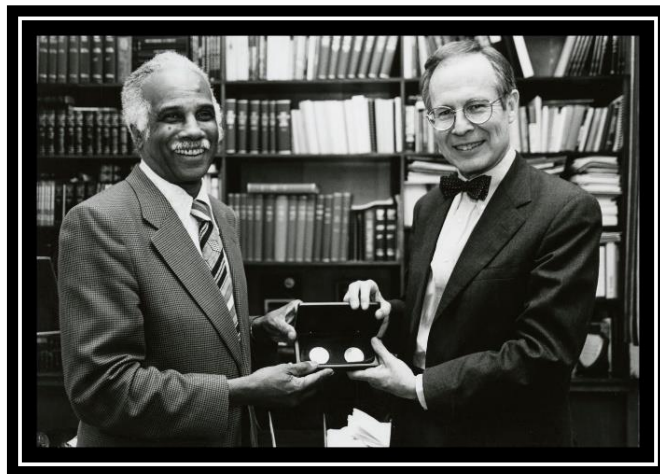


Figure 25. Ashley Bryan, 1994 Medallion winner with Dr. Aubrey Lucas, USM President (Southern Miss McCain Library and Archives)



Figure 24. 1994 Medallion winner Ashley Bryan, Marion Dane Baver, USM President Dr. Aubrey Lucas, Anita Silvey, Floyd Cooper, Jose Aruego, 1994 Festival (Southern Miss McCain Library and Archives)



Figure 26. Dr. Lena de Grummond showing Robert Quackenbush and Werstein the de Grummond Archives (Southern Miss McCain Library and Archives)

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Appendix

Southern Miss Medallion Recipients

1969: Lois Lenski	2010: David Wiesner
1970: Ernest H. Shepard	2011: T.A. Barron
1971: Roger Duvoisin	2012: Jane Yolen
1972: Marcia Brown	2013: Jon Scieszka
1973: Lynd Ward	2014: Christopher Paul Curtis
1974: Taro Yashima	2015: Paul O. Zelinsky
1975: Barbara Cooney	2016: Jacqueline Woodson
1976: Scott O'Dell	
1977: Adrienne Adams	
1978: Madeleine L'Engle	
1979: Leonard Everett Fisher	
1980: Ezra Jack Keats	
1981: Maurice Sendak	
1982: Beverly Cleary	
1983: Katherine Paterson	
1984: Peter Spier	
1985: Arnold Lobel	
1986: Jean Craighead George	
1987: Paula Fox	
1988: Jean Fritz	
1989: Lee Bennett Hopkins	
1990: Charlotte Zolotow	
1991: Richard Peck	
1992: James Marshall	
1993: Quentin Blake	
1994: Ashley Bryan	
1995: Tomie de Paola	
1996: Patricia MacLachlan	
1997: Eric Carle	
1998: Elaine Konigsburg	
1999: Russell Freedman	
2000: David Macaulay	
2001: Virginia Hamilton	
2002: Rosemary Wells	
2003: Lois Lowry	
2004: Jerry Pinkney	
2005: Kevin Henkes	
2006: Walter Dean Myers	
2007: Eve Bunting	
2008: Pat Mora	
2009: Judy Blume	

A Survey and Content Analysis of Army Manuals Held by the National World War II Museum Archives

By Amanda Fallis

Master's Research Project, May 2015

Readers: Dr. Elizabeth Haynes

Dr. Matthew Griffis

Introduction

The National World War II Museum archives, located in the National World War II Museum in New Orleans, LA, serve as the home to tens of thousands of objects, photographs, recordings, and documents related to all aspects of World War II (National WWII Museum, "The Digital Collections of the National World War II Museum"). Included are thousands of monographs and other printed items, ranging from propaganda posters, to instructional pamphlets, to internal government publications.

Among these printed items are materials that are the focus of this study—a collection of several hundred manuals published by the War Department surrounding and during WWII that are accessions of the National World War II Museum. Collected over the last fifteen years from donations, the texts were meant for use by soldiers in the U.S. Army of all ranks, and all "arms and services" (War Department, 1943). In *Field Manual FM 21-6, List and Index of War Department Publications*, the manuals are described as follows: "the primary texts for training in schools, including extension courses, in garrisons, in training centers, and in the field are War Department training publications issued, as a general rule, in the form of Field Service Regulations, Field Manuals, and Technical Manuals" (War Department, 1943).

The manuals are marked with alphanumeric code numbers—EM for "educational", TM for "technical", and FM for "field", with these letters followed by a two-part number with a dash (Library of Congress, 2013). They range from seven to nine inches in height with a plain brown cover; have their contents printed in black and white; and often contain photographs, technical illustrations, and charts addressing their

subject (with a few exceptions on all counts). A cursory survey of the items revealed EM titles tended to take the form of educational textbooks; the TM titles were expository materials about a variety of subjects, ranging from German military hierarchy to foreign language pronunciation and phrases; and the FM manuals concerned field operations such as equipment use protocols and procedural behavior in a variety of wartime situations. These booklets are collected together and arranged by accession number order on a single metal bookcase approximately seven feet tall, located within the climate controlled storeroom of the museum's archives.

The historical value of these manuals, combined with the varied nature of their content and the expansive number of unique titles, make the collection of Army manuals at the museum worthy of bibliometric survey and content analysis. The purpose of this study is to engage in such a task and to pave the way for future examinations of this unique collection and historic Army manuals.

Statement of the Problem

This study engaged in a content analysis of a collection of several hundred Army manuals published by the War Department, the precursor of the United States Department of Defense (U.S. War Department, 2013). The manuals were in varying conditions, address a variety of topics, and were published in years surrounding and during World War II. These items have heretofore only had sparse archival collection catalog records noting their provenance and include a brief description and their titles. While all of these items have basic collection records in the archives' collection management system, Ke-Emu, a supplemental analysis of any one

collection's contents had not been undertaken. Searches of University of Southern Mississippi databases have also yielded no content analyses of World War II collections, and few content analyses of collections of uniform types of materials or collections that were not issues of a specific academic journal. A content analysis of the manuals does not appear to have been typical practice; nonetheless, performing one on the collection had the potential to add additional dimensions of organization and insight beneficial to the archives and the body of academic research on World War II as a whole.

Purpose of the Study

In this study, further information about the manuals was quantified and evaluated using bibliometric and content analysis techniques. The specific attributes quantified in response to the research questions include each title's numbers; their classification as "Technical", "Educational", or "Field" by their publisher; the subject matter of each title; and the target audience for each title, either official or inferred. While the quantification of attributes is an inherently bibliometric activity, the analysis of the results herein includes inferences made from this quantification of content attributes, a fact that makes this study a content analysis.

The research questions target certain aspects of the collection that were either not described or were unofficially described. In order to analyze and describe the collection, permission to spend time within the National World War II archives examining the physical collection was obtained. While there are several paid archivists and catalogers working for the museum, the collection of manuals is still just a fragment of the historic artifacts possessed by the museum, and priority of examination of items is often dictated by administration. Noting quantities and qualities exhibited by the collection, as this study does, offers a more complete collection record that current staff have not necessarily had the permission or directive to supply.

Research Questions

R1. How many individual War Department manuals are held in the National World War II Museum archives collection and how many of these are monographs?

R2. How many and what percentage of the manuals are Educational Manuals (EM), how many and what percentage are Technical Manuals (TM), and how many and what percentage are Field Manuals (FM)?

R3. What subjects do each type of manual address?

R4. What is the target audience for the titles: enlisted men, officers, both, or unspecified?

Definitions

Manual: Per Black's *Dictionary of Politics and Government* (2004), a manual is "a book which explains how a piece of equipment works." In the case of the Army manuals, this definition also includes books that explain procedures, rules, and more. For the purpose of this study, the word "manual" refers to any manual housed within the collection, including all technical, educational, and Field Manuals.

Content Analysis: Content analysis is the classification, quantification, analysis, and evaluation of "important words, concepts, symbols, and themes in a text (or set of texts) as a basis for inferences about the explicit and implicit messages it contains, the writer(s), the audience, and the culture and time period of which it is a part" (Reitz, 2014a).

Limitations and Assumptions of the Study

The information used in this study was limited to relevant online resources such as the Library of Congress, *SLIS Connecting*, and the Web site of The National World War II Museum; scholarly literature found through searches of the University of Southern Mississippi's subscription databases; the manuals published explicitly by the War Department / Department of War that are held in the archives; and other materials supplied by or held by the National

World War II Museum, including the manuals themselves. It was assumed the information found in these resources was factually accurate, and all of the archived manuals were genuine.

Literature Review

Background and Organization of World War II Army Manuals

The Library of Congress was found to provide a background of the manuals held by the archives, explaining their history, outlining their organizational structure, and listing titles of FM and TM designations in inventories available through their Web-based *Science Reference Guides: United States War Department/Department of the Army Technical Manual Collection*. According to these Web pages, a number of the manuals held by the archives are “several series of official publications intended to be instructive and informative. They were produced by all the branches of service, but are generally called Army manuals. Using a phrase that appeared in many, they were “published for the information and guidance of all concerned” (LoC, 2013).

The FM and TM War Department publications can be split further into three classes including administrative, doctrinal training and organizational, and technical and equipment publications (LoC, 2013). In his informative Web document “Army Manuals Listed in the *Bibliography of Scientific and Industrial Reports 1946-1949*,” Bolin stated that during the 1940s, Army manuals were approved by the Chief of Staff and authenticated by the Adjutant General. *Field Manual FM 21-6, List and Index of War Department Publications* is a detailed list of the manuals available. Many editions of *FM 21-6* were published during the 1940's (Bolin, 2005). The Web site “Military/Info Publishing” offered a short introduction to the numbers utilized in the alphanumeric codes of each title, noting “the number of each pamphlet will consist of two parts: the basic number and subnumber” (U.S. War Department, 1944). The page went on to describe the meanings of possible numbers and subnumbers.

The most illuminating piece of literature was found once the research of the manuals had started. During the initial survey of the manuals, Bolin's information concerning *FM 21-6* was invaluable, and this manual was immediately sought out amongst the collection. *FM 21-6* explained the classifications represented by the numbering scheme, as well as the purpose of the field and technical manuals and their subdivisions (War Department, 1943). This ultimately influenced the development of a clear methodology to apply in answering the fourth research question, as it was decided that the necessary sample could be derived by choosing one or more manuals from each classification present in the archives' collection. Per *FM 21-6*, “the number of each pamphlet will consist of two parts: the *basic number* and *subnumber* [emphasis added]” (War Department, 1943). In the numerical part of the manual code structure X(X)-X(X)(X) (e.g. 1-2, 1-20, 1-200, 10-2, 10-20, 10-200 etc.), the number preceding the dash is the “basic number” and adheres to *FM 21-6*'s list of 37 subject classifications. The number following the dash is the “subnumber”, and *FM 21-6* only notes that “the *subnumbers* for Field Manuals will be from 1 to 199 and for Technical Manuals 200, etc. [emphasis original]”, with a section of exceptions for “9. Ordnance Department” (War Department, 1943, p. 4). A replica of the list naming the subjects of the basic numbers and the rules for subnumbers are available in Appendix C.

Only a short body of text found in the educational manuals themselves and fleeting references to “correspondence courses” in tandem with the phrase “USAFI” among various academic papers were found to allude to the nature of the EM items. The most suitable of these indirect references was found to be Loss's 2005 article about higher education within the Army during World War II. *Educational Manual EM 102, Building Good Sentences: A Self-teaching Course* features a variation of instructions to remove all coursework completed within and mail the pages to the United States Armed Forces Institute (USAFI) (War Department, 1944).

Loss's article was concerned with the development of education programming within the Army during World War II, and as such noted that the main impetus behind this development was to create functionally literate and educated soldiers, which studies had shown facilitated the success of the armed forces (Loss, 2005). Loss described the development of the USAFI to distribute and manage correspondence courses for soldiers to satisfy ongoing educational requirements during deployment (p. 880). While not properly named, Loss mentioned "self-teaching" courses for soldiers in theatres of war without regular mail service, and these courses are the EM booklets held in the collection of manuals this study is concerned with (p. 881).

Analysis Methodologies

Content Analysis

Content analysis—specifically *qualitative* content analysis—influences the methodology of this study. White and Marsh, quoting Krippendorff, defined content analysis as "a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use" (Krippendorff, 2004, p. 18; White and Marsh, 2006, p. 23). In qualitative content analysis, research questions are structured to guide the research, as opposed to hypotheses supported or challenged by the research (White and Marsh, 2006). In this study, the content of the manuals was scanned for information that was quantified to answer the research questions, which in turn guide the qualitative inferences comprising the results in the final analysis.

Bibliometric and Collection Analysis

Per Davis and Shaw, "bibliometrics literally means "book measurement"" (Davis and Shaw, 2011, p. 162); the *Online Dictionary for Library and Information Science* notes bibliometrics can be used "...to analyze the historical development of a specific body of literature, especially its authorship, publication, and use" (Reitz, 2014b). The quantification of characteristics of publications can

be informative, and this study has sought to quantify some characteristics of the manuals in the archive's collection. This is a form of *publication analysis* (Davis and Shaw, 2011, p. 163). When engaging in content analysis, it was determined important to this study to limit exploration to a finite group of items, such as a collection. A collection as considered in the current study is a *grouping of items*, textual or otherwise, with unifying themes or properties.

The manuals constitute a unique collection in the archives, so a modified form of collection analysis was necessary. In his 2003 article "Collection Analysis: Powerful Ways to Collect, Analyze, and Present Your Data," Hart noted that collection analysis has been typically used to evaluate collections of monographs for pre-determined strengths and weaknesses, and often requires quantification of items representative of unique subjects. While Hart's article is a guide to traditional collection analysis in a collection management setting, the specific quote "go back to your original questions and determine how the data answer them" (Hart, 2003, p. 37) is how the current study engaged in its qualitative content analysis.

Content Analysis of Specific Collections

Content analyses that exhibited qualities similar to the current study were reviewed and used as guidance. Specific recurring qualities in the featured studies include the following:

- Bibliometric measurement of topics, subjects, or themes expressed by a collection
- Measurement of other qualities such as title distribution
- Use of research questions and/or goals to guide data collection
- Use of collected data to make observations and inferences about the collection

Gordy, Hagan, and Pritchard (2004) performed a content analysis of contemporary high school textbooks covering World War II history to answer the research question "To what extent do United States history textbooks include both history and

'herstory' of World War II?" (p. 83). The authors found three recurring topics relating to women of the period emerged. They coded these topics and measured their quantity of occurrence against a scale designed to measure multicultural inclusion, in order to rank the texts in their propensity to feature the historical experiences of women. The detection and tallying of recurring subjects has been part of content analysis, and here the authors used the data they retrieved to suggest future research and textbook development paths. In the current study, a similar method was used to determine the target audience of the manuals, utilizing a system of aspects and values that were tallied (Gordy, Hagan & Pritchard, 2004).

In their 2013 study, Tuomaala, Jarvelin, and Vakkari performed a content analysis of selected LIS core journal articles published between 1965–2005 to document changes in topic popularity over the decades, and illustrate the evolution of the LIS field in the time period. In the process of analyzing two groups—articles published in 2005 and data sets for three different time periods—the authors' main goal was to "report (a) how the research publications are distributed by topic and (b) what approaches, research strategies, and methods have been applied during the span of time under review" (p. 1446). This was a qualitative analysis of a collection guided by stated goals, in which analysis results were used to inform study observations (Tuomaala, Jarvelin & Vakkari, 2013).

Much like the current study, the coding categories proposed in Lewis and Neville's 1995 content analysis of ads in magazines portraying women workers during World War II were fairly discrete. The four coding categories were subdivided into a list of limited possibilities, and the percentage of depictions satisfying each possibility was calculated and used to draw conclusions about the collection of ads, such as the change in depiction of women over time or the target audience. In the current study, the coding used was that of TM, FM, and EM, and the resulting percentage of the manuals that each code

represented was used to make inferences about the value to the War Department of that type of manual and its potential sub-topics (Lewis & Neville's 1995).

In Perera's 2012 bibliometric study of a collection of World Health Organization (WHO) publications, subject representation was recorded in order to gain a more detailed record of the collection contents for use by medical library students. The current study seeks to develop a more detailed record of the manuals by analyzing them to answer the research questions put forth, and by extension for the benefit of the archives and those seeking information about them. The collection Perera examined was also of particular interest because of its similarity to the collection of Army manuals—it was a collection of a specific type of informational publication by a contained quasi-governmental body with a classification system.

Analysis of Government Publications

In her study of the availability of legacy government documents online, Sare (2011) noted government publications hold importance as primary sources of history, statistics, and other information. To determine if physical collections of government documents could be replaced by e-documents, she used a manageable sample of documents to test for duplication and consulted the *Monthly Catalog of US Government Publications* to delineate the sample. In the current study, *FM 21-6* was consulted as a general list of the manuals and its overview of the numbering system was used to isolate the manageable sample used in the current study.

Piotrowski and Lathrop (2012) analyzed government research documents on rehabilitation programs in prisons, using qualitative content analysis of the specific collection to draw conclusions about the efficacy of the programs. Greenwood (1995) analyzed the content of specific sampling of U.S. Department of State documents published during the Nicaraguan Revolution in order to contrast the information provided therein with information from empirical sources about the revolution.

Ross (1999) wrote about foundation publications of the United States National Military Establishment in the National Archives and the application of SuDoc classifications to them. He mentioned manuals of the type found in the World War II museum, and included a section about the subject matter of items surveyed, much as the current study does. Ross stated archivists at the National Archives frequently fielded requests for Army Technical Manuals from researchers interested in the operation of World War II-era equipment such as radios, generators, and trucks, and expressed that this was one motivation for his research.

Content Analysis of Manuals

The traditional role of texts known as ‘manuals’ has been as a small reference book, typically used to offer instruction on a subject. Based upon searches of the University of Southern Mississippi databases, no result for a content analysis of a *collection* of manuals was found, although Ross (1999) does include manuals among a larger sample of government documents in his article.

Content analysis studies comparing the contents of between two and four specific manuals were retrievable, however, and these articles analyze the contents for attributes similar to those the current study seeks to document. Watanabe (2004) compared teachers’ manuals associated with Japanese and American elementary school mathematics textbooks. Attributes examined include the organization of the manuals, a selection of quantifiable characteristics such as problem situations and types of representation used in lessons, and qualities of the target audience.

Ward’s 2013 in-depth content analysis examined and compared two World War II Italian language manuals. One was a Technical Manual title held in collection of manuals in the National World War II Museum’s archives—*Technical Manual TM 30-630, Italian Phrase Book*—and the other was an informal handbook compiled by Italian civilians. The structure

of both manuals was described and compared in detail, as were the linguistic qualities. Ward makes mention of the numbering system used in the Army manuals when describing the item, noting the function of parts of the manual number.

Methodology

This study examined a collection of Army manuals published by the War Department during World War II for the following characteristics in order to answer the presented research questions:

- Their complete number and the number of unique titles represented
- The number and percentage of manuals designated as TM (Technical Manual), EM (Educational Manual), and FM (Field Manual)
- The subjects represented by the three types of manuals
- The target audience for the titles: enlisted men, officers, both, or unspecified

The data-gathering addressed all of the above and was split into three phases. “Phase 1” addressed the recording and counting necessary to answer the first and second research questions. “Phase 2” addressed the basic number classification of TM and FM items, and the inferred subjects of the EM items to supply the subject classifications that would satisfy the third research question. “Phase 3” addressed the methodology for reducing the size of the sample so that the target audience for the manuals could be analyzed and the fourth question could be answered.

Phase 1

The procedure for gathering data to answer the first and second research questions was straightforward. Because of the very large number of unique titles in the collection, the initial survey of the collection addressed concrete characteristics of the manuals while counting and recording the complete number of the manuals and their unique titles. In this initial survey, the collection was analyzed item by item and the following explicitly visually discernable characteristics were recorded in the columns of an Excel spreadsheet: accession number; title; War

Department identification number; date of publication; and notes about unique personal details of the object that address a rank, population, or simply make the item particularly interesting. The rows represented each unique manual, which was identified by the item's archival accession number. In addition to satisfying the needs of the first and second research questions, the results were used to determine the methodology used to answer the third and fourth research questions. The complete spreadsheet of manuals is available in Appendix E.

Once these data points were compiled, simple counting and percentage calculations were utilized to answer the first two research questions: R1) the complete number of manuals held in the archives and the number of unique titles represented; and, R2) the number and percentage of manuals classified as FM, TM, and EM, which was then displayed in pie graph format (Figure 1).

Phase 2

The second phase of evaluation was to determine the subjects represented by the manuals in the collection in order to satisfy the third research question. For the FM and TM manuals, the subjects represented by each basic number classification as dictated by *FM 21-6* are the subjects that were chosen to satisfy the research question. Not all possible basic classification numbers per *FM 21-6* were represented within the archives' manual collection, so in order to answer the research question the basic numbers and corresponding subjects that *were* represented were recorded. It was decided the basic number classifications put forth in *FM 21-6* would serve as adequate indicators of subject matter because the FM and TM designations cover procedure and specifications, respectively, leaving only these classifications to determine *what* the procedures and specifications address.

The basic number classifications along with a field indicating whether they were represented among the FM manuals, TM manuals and overall in the archives' collection were noted in the table in Appendix A.

Unfortunately, during the course of this study no documentation as concrete as *FM 21-6* was found regarding the subject of the EM manuals. To determine the subjects of the EM manuals, direct observation and deduction were employed. The titles falling within each classification number—or "hundred"—were compared and a unifying subject was inferred from the titles within each hundred range. A listing of all EM monographs by number and title includes their inferred subject classification and was recorded in the table in Appendix B.

Phase 3

To answer the fourth research question, it was necessary to delimit a more manageable sample for content analysis. The number of unique titles found during the initial survey proved to be too many manuals to evaluate by each unique title in order to determine target audience. The basic number and subnumber classifications delineated in *FM 21-6* were leveraged to devise the methodology of choosing the sample. A system for choosing a manageable number of unique titles from the TM and FM designations was developed. In order to keep the sample representative of the overall collection but to also represent all the basic number classifications for subject diversity, it was decided that the number of manuals in the collection under each basic classification would be counted. One unique title per ten manuals under a specific basic classification was chosen, not to exceed three per basic number (except for those under "21. Individual Soldier" because the quantity of items in the collection was so large). This resulted in a manageable but varied sample of fifty-eight (58) manuals for analysis.

For the EM manuals, which were not covered by *FM 21-6*, one title from each hundred was chosen at random, e.g. one from the 100's, one from the 200's, one from the 300's, and so on, as it was observed that manuals from the same hundred shared subjects. This resulted in eight additional manuals for the sample, bringing the total to sixty-six (66). Once the sample was chosen, it was necessary to

determine a process of content analysis that could be used to try to determine target audience. It was decided that four aspects of each manual would be examined, which included: the title, the contents page, the body text, and external handwritten notes. Each of these aspects was evaluated and assigned one of the following target audience values: 'enlisted', 'officer', 'both', or 'unspecified'. For this study, the term 'officer' referred to both regular and noncommissioned officers; the term 'enlisted' referred to anyone outside that scope; the term 'both' was derived from a mention of both of the previous, or the use of an inclusive word such as "personnel" or "troops"; and 'unspecified' would be used if a position described did not have an inferable rank.

The interplay of these values would determine the ultimate target audience chosen for each manual, and would follow these rules:

- 'Unspecified' would hold no value unless all four aspects were declared as such, leading to a target audience determination of 'unspecified' for the manual.
- If any two different aspects of a manual exhibited simultaneously the values of 'enlisted' and 'officer', the target audience determination would automatically become 'both'.
- If any one of more of the aspects for a given manual were assigned the same value of either 'enlisted' or 'officer', and no mixing thereof, the value represented would be the target audience for the manual.

To determine which of these values was exhibited by the four aspects of each manual, the presence of the words 'officer' or 'enlisted' in either the title or contents were sufficient to assign a value; the mention of either an officer or enlisted rank in a handwritten note was sufficient to assign a value; and the presence of language in the body text implying that either officers or enlisted men were entities outside that of the person the body text addressed was sufficient to assign a value. If any of these aspects used a term deemed to be all-inclusive,

the value of 'both' superseded 'officer' and 'enlisted' values. The table in Appendix D was created to log each unique manual and the values assigned to each of its four aspects of title, contents, body text, and handwritten note, with a final column noting the ultimate value of said manual. The ultimate values of the entire sample were calculated to determine what percentage of the sample they represented, to present the distribution of target audience among the collection and provide data with which to answer the fourth research question.

Results

The total count of items that met the criteria of being manuals published by the War Department with the designation FM, TM or EM was 646. Each individual booklet's title, number, publication date, page count, and non-original characteristics (when available) were recorded by accession number in an Excel spreadsheet shown in Appendix E. This spreadsheet supplied the base data for answering each of the research questions.

R1. How many individual War Department manuals are held in the National World War II Museum archives collection and how many of these are monographs?

Six hundred and forty-six (646) unique manuals are held in the National World War II Museum archives collection, and 314 of these are monographs. This is important for understanding the size and scope of the National World War II Museum archives' collection, which in turn is helpful in understanding the size and scope of the War Department's manual publishing program during World War II.

To get these results, the items in the collection meeting both the criteria of being War Department publications and being classified as EM, TM, or FM were counted manually and recorded in an Excel spreadsheet with accompanying details of general interest (Appendix E). This was done on-site in the museum archives, utilizing a standing desk and laptop computer with the Excel program. Stacks of ten to fifteen manuals were analyzed at a time, and their

accession number, title, classification code, date of publication, pages, and relevant notes were noted in the spreadsheet. During the survey, a small number of manuals that were either not a product of the War Department, or not classifiable as EM, TM or FM were found on the shelves. The manuals that were not a product of the War Department were exclusively manuals authored by the Department of the Navy. Because these did not fall into the stated scope of the study, they were excluded. The total number of manuals logged in the spreadsheet was 666. There were nineteen (19) manuals authored by the War Department, but that were not part of the TM, FM, or EM classification. Almost all of these pre-dated World War II, and some appeared to be either prototypes for the manuals the study focused on, or small excerpts thereof. These too were removed, but remain in Appendix E because of their relation to items that met the criteria. Once these extraneous items were removed, the total number of manuals meeting the criteria was 646.

The 646 qualifying items were then organized by their complete classification numbers using the “Sort” function in Excel, and the unique titles were then manually counted to determine how many monographs were represented in the collection. This count totaled 314 monographs. The summary of these data is visible in Table 1.

Table 1. National World War II Museum Manual Collection Summary

Total War Department publications	Total manuals classified as EM, TM, or FM	Total monographs represented
666	646	314

R2. How many and what percentage of the manuals are Educational Manuals (EM), how many and what percentage are Technical Manuals (TM), and how many and what percentage are Field Manuals (FM)?

There were forty-three (43) Educational Manuals, comprising 6.7 percent of the collection; 250 Technical Manuals, comprising 38.7 percent of the collection; and 353 Field Manuals, comprising 54.6 percent of the collection. This information was sought out because it offered insight into the type of manuals that are most and least prevalent within the collection, forming a basis for future hypotheses about which manuals were most distributed and which have the most success finding their way into archival collections.

These results were collected from the initial spreadsheet by highlighting all the cells containing a specific manual type (EM, TM, and FM). When all of the cells for a given type were highlighted, the quantity appeared in the bottom corner of the program window. The numbers found there were verified by the use of simple arithmetic subtracting the number of un-highlighted items from the total number of manuals, 646. Once the quantity of manual type was found, a percentage calculation equation was used:

$$\frac{\text{Quantity of manual type}}{\text{Total manuals}} = \frac{x \text{ percent}}{100 \text{ percent}}$$

The percent was determined by solving for x. A visual representation of the quantity and percentage of manuals comprising each type is visible in the pie graph in Figure 1 below. Field Manuals were the most represented in the collection, closely followed by Technical Manuals, with Educational Manuals being the least represented by a significant margin.

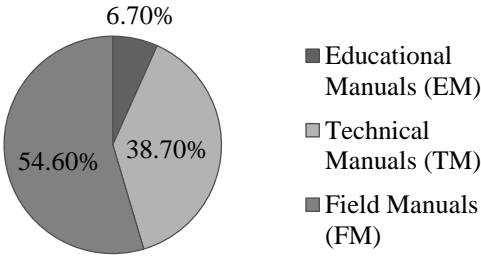


Figure 1. Percentage of Manual Types in the Collection

R3. What subjects do each type of manual address?

For the purpose of this study, it was deemed important to know what sort of topics the manuals address, both to gain a better understanding of the collection and the Army's interests when educating its personnel during World War II. It was decided that the thirty-seven (37) basic number classifications found in *FM 21-6* and represented in the table in Appendix A would be adequate to represent subject matter for the FM and TM monographs present in the collection, and that an examination of titles would be necessary to infer the subject matter for the EM monographs. Using these methods, it was found that within the collection the TM manuals exhibited the thirteen subject classifications shown in the 'Represented among TM items' column in Appendix A; the FM manuals exhibited the twenty-three (23) subject classifications shown in the 'Represented among FM items' column in Appendix A; and the EM manuals exhibited the eight inferred subjects shown in the 'Inferred subject' column in the table in *Appendix B*. Overall, twenty-six of the *FM 21-6* subject classifications were found amongst the TM and FM monographs held in the archives' collection, and the inferred subjects of 'English', 'History & Civics', 'Mathematics', 'Science', 'Foreign Languages', 'Arts', 'Business Management', and 'Vocational Training' were found amongst the EM monographs held in the archives' collection.

As shown by *Appendix A*, the *FM 21-6* subject classifications represented differed between the TM monographs and the FM monographs. The TM monographs has significantly fewer classifications than the FM (thirteen versus twenty-three), but a phrase in the *FM 21-6* classification table (*Appendix A*) stating "20 to 31. Basic Field Manuals" may indicate why this is so (War Department, 1943). While "20. Miscellaneous", "21. Individual Soldier", and "30. Military intelligence" are represented among the TM monographs, the interceding classifications are absent, presumably because they are Basic Field Manuals, items that would likely fall under FM (Field Manual) designations.

The classifications not covered by the TM or FM monographs can also be seen in *Appendix A*. In the interest of brevity, the following subject classifications were *not* represented in the archives' collection under either designation: "2. Cavalry", "13. Inspector General's Department", "14. Finance Department", "15. Judge Advocate General's Department", "16. Corps of Chaplains", "18. Tank Destroyer", "28. Band", "29. Military Police", "35. Women's Army Auxiliary Corps", "44. Coast Artillery Corps", and "105. Umpire Manual."

In the course of the research, three TM monographs with basic classifications numbers not mentioned in the archives' copy of *FM 21-6* were found. They were worth mentioning, but their quantities were not included in the counts made to satisfy this research question. These items were *Technical Manual TM 38-220, Stock Control Manual for Posts, Camps, and Stations, Technical Manual TM 2100-152, The Army Cook*, and *Technical Manual TM 2170-13, Air Corps - The Airplane Engine Mechanic*. *TM 2100-152* had a publication date of 1935, indicating that it may have pre-dated the definitive War Department classification scheme for the manuals; the existence in the collection of *Technical Manual TM 10-405, The Army Cook* reinforces this idea, as the manuals appeared to be nearly identical when compared visually. Because of this, the 2100 classification was deemed equivalent to "10. Quartermaster Corps" in *Appendix A*. *TM 2170-13* had a publication date of 1931, indicating it too predated the classification scheme. Its reference to the Air Corps in its title led to the classification 2170 to be deemed equivalent to "1. Army Air Forces" in *Appendix A*. *TM 38-220* was published in 1943, so its classification number of 38 was not as easy to understand. Comparing the date of publication to that of the copy of *FM 21-6* consulted throughout this study, it was noted that *TM 38-220* had been published five months later. Bolin had had access to a later version (1945) of *FM 21-6* than was available in the archives' collection, and it was found that he noted two newer subject classifications, "37. Maintenance Manuals" and "38. Supply Manuals" (Bolin, 2005).

These categories were added to Appendix A, but did not factor into the count to satisfy this research question. The smaller number of EM monographs and lack of a classification guide necessitated the creation of a table to infer subject classifications. As stated in the methodology, it was observed that titles from the same “hundred” range appeared to share subjects. Appendix B shows all EM monographs in hundred-order, with their inferred subjects and brief reasoning behind the inference.

Discussion and Conclusions

The archives of the National World War II Museum’s collection of manuals possessed 646 manuals that met the criteria of being both published by the War Department and bearing the codes FM, TM, or EM. Of these, 314 of the manuals represent monographs. This quantity of unique titles far exceeded the prediction of the researcher prior to gaining access to the archives collection. Once access to a full copy of *FM 21-6* was obtained, the true scope of monographs published by the War Department became evident; even so, the ultimate number of War Department monographs ever published could not be determined as it became evident that the archives’ copy of *FM 21-6* was not the most recent or relevant edition of that manual.

There were forty-three (43) Educational Manuals, comprising 6.7 percent of the collection; 250 Technical Manuals, comprising 38.7 percent of the collection; and 353 Field Manuals, comprising 54.6 percent of the collection. These distributions suggest the importance and prevalence of each type of manual—Field Manuals were clearly given to a great many troops, as were their counterparts the Technical Manuals. The Educational Manuals comprised a considerably smaller part of the collection. As evidenced by their absence from *FM 21-6*, they are not as closely related to the TM and FM items as those two are with one another. They are also formulations of the USAFI and represent optional educational exercises instead of Army procedure and regulations.

The subject matter represented by the monographs was quite different for the TM and FM items compared to the EM items. The basic number classification scheme from *FM 21-6* (Appendix A) lent itself easily to determining the subject matter of the first two classifications. The EM items were organized and titled in a clear manner, so it was possible to infer a reasonable subject for those titles as well. The subjects of the two divisions of manuals were numerous, but they did not work well together to form a homogenous subject listing for the collection as a whole. Instead, while simplistic, it might prove more effective to have determined subjects using the main codes of FM, TM and EM as means for categorizing the subject distribution within the collection as procedural, technical, and educational.

All four of the proposed target audiences of ‘enlisted’, ‘officer’, ‘both’, and ‘unspecified’ were represented in the collection, albeit in different quantities. The use of the value system, in the style of Gordy, Hogan and Pritchard (2004), proved effective with the four characteristics analyzed. The homogeneity of the FM and TM manuals did not reduce the number of target audiences as outlined. However, the target audience of the EM manuals remained highly uniform. As optional materials that had no direct bearing on military operations, it was most efficient for their developers to make them accessible to all.

The characteristics analyzed in this study are all meant to help describe and understand the collection of War Department manuals held by the National World War II Museum archives, and also to examine the nature of the War Department manuals as a whole. Examinations of government manual collections such as this one proved hard to find. The documents and literature generated by the government in the era of World War II are, as Sare (2011) noted, important as primary sources of history, statistics, and other information. An understanding of documents such as these manuals and their subjects, goals, distributions and audiences helps make them more accessible to researchers.

Suggestions for Further Research

The current study would have been improved if the focus had been refined to either an analysis of just the TM and FM manuals or just the EM manuals. While all are technically War Department products from the same time period, over the course of the study it became evident that these two divisions had histories and purposes that differed greatly from one another and deserved deeper analysis on their own. A different structure for the approach to determining target audience may also have been advisable. While the methodology used in the study did answer the question, a large majority of the items appeared to address the Army as a whole, and this prevalence may have diluted the clarity and importance of the research. Lastly, the current research would have been better served by the latest extant published version of *FM 21-6* from the years of WWII and the War Department, as the version available did not post-date the most recent manuals in the collection.

Future research suggestions include separate studies for the TM and FM manuals and the EM manuals; analyses with a focus on the history of education and the Armed Forces Institute in relation to the manuals; and analyses on educational development and classification to develop different approaches to investigating, defining and categorizing the subject matters found in the manuals. It is also advisable that other War Department manual collections be surveyed, and samples of all the basic number classifications not represented in the museum's collection be sought out for examination.

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Appendix A. FM and TM Monograph Subjects in the Archives

Subject: basic number and classification in <i>FM 21-6</i>	Represented among FM items	Represented among TM items	Subject represented in collection?
1. Army Air Forces	Yes	Yes	Yes
2. Cavalry	No	No	No
3. Chemical Warfare Service	Yes	Yes	Yes
4. Coast Artillery Corps	Yes	No	Yes
5. Corps of Engineers	Yes	Yes	Yes
6. Field Artillery	Yes	No	Yes
7. Infantry	Yes	No	Yes
8. Medical Department	Yes	Yes	Yes
9. Ordnance Department	No	Yes	Yes
10. Quartermaster Corps	Yes	Yes	Yes
11. Signal Corps	Yes	Yes	Yes
12. Adjutant General's Department	No	Yes	Yes
13. Inspector General's Department	No	No	No
14. Finance Department	No	No	No
15. Judge Advocate General's Department	No	No	No
16. Corps of Chaplains	No	No	No
17. Armored Force	Yes	No	Yes
18. Tank Destroyer	No	No	No
19. Military Police	Yes	Yes	Yes
20. Miscellaneous	No	Yes	Yes
21. Individual Soldier	Yes	Yes	Yes
22. Infantry Drill Regulations	Yes	No	Yes
23. Basic weapons	Yes	No	Yes
24. Communications	Yes	No	Yes
25. Transportation	Yes	No	Yes
26. Interior guard duty	Yes	No	Yes
27. Military law	Yes	No	Yes
28. Band	No	No	No
29. Military Police	No	No	No
30. Military intelligence	Yes	Yes	Yes
31. Special operations	Yes	No	Yes
35. Women's Army Auxiliary Corps	No	No	No
^{a,b} 37. Maintenance Manuals	No	No	No
^{a,b} 38. Supply Manuals	No	Yes	Yes
44. Coast Artillery Corps	No	No	No
55. Transportation Corps	Yes	Yes	Yes
100. Field Service Regulations	Yes	No	Yes
101. Staff Officers' Field Manual	Yes	No	Yes
105. Umpire Manual	No	No	No
^a 2100. – Equivalent to "10. Quartermaster Corps"	No	Yes	Yes

^a 2170. – Equivalent to “1. Army Air Forces”	No	Yes	Yes
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Note: Per *FM 21-6* (1943), classifications 20-31 are considered ‘Basic Field Manuals’

^a Basic number classifications not described in *FM 21-6*; if found in collection, classification derived from actual manual information relating to existing classifications.

^b Additional subject classifications noted by Bolin from his 1945 edition of *FM 21-6*

Appendix B. Inferred Subjects of EM Monographs

EM Number	Title	Inferred subject	Reasoning
EM 101 EM 102 EM 125	The Mechanics of English Building Good Sentences Principles and Types of Speech	English	All manuals deal with English topics.
EM 203 EM 295	American History – Course Four – Part 1: Social and Cultural America – Part 2: America Becomes a World Power Labor Problems in American Industry	History & Civics	Manuals deal with history, but from what appears to be a civic view, judging from the focus on culture and labor.
EM 304 EM 305 EM 307 EM 327	A First Course in Algebra – Part I A First Course in Algebra – Part II Plane Geometry – Course Two An Introduction to Statistical Analysis	Mathematics	All manuals deal with math topics.
EM 416 EM 431 EM 481	Electricity for Beginners The Physical Sciences Principles of Applied Psychology	Sciences	All manuals deal with science topics. A very broad range that includes physical and social sciences.
EM 500 EM 501 EM 518 EM 519 EM 524 EM 525 EM 526 EM 567 EM 568	Spoken French – Basic Course – Units 1-12 Spoken French – Basic Course – Units 13-30 Spoken German – Basic Course – Units 1-12 Spoken German – Basic Course – Units 13-30 Spoken Russian – Basic Spoken Russian – Basic Course – Units 13-30 Guide's Manual for Spoken Russian – Basic Course – Units 13- 30 (Russian) Spoken Malay – Basic Course – Units 1-12 Spoken Malay – Basic Course – Units 13-30	Foreign Languages	All manuals are about teaching foreign languages.
EM 601	Harmony	Arts	This is a guess from the nature of the single title available in the 600s, which concerns an aspect of music.
EM 717 EM 725 EM 749	Introduction to Business Law – Course II Fundamentals of Typewriting Modern Business English	Business Management	All manuals deal with general aspects of business management in the era.

EM 756	Our Modern Banking and Monetary System		
EM 781	Credits and Collections		
EM 945	Your Post-War Career		
EM 950	Auto-Mechanics Course 1 – The Engine		
EM 952	Auto-Mechanics Course 3 – Automotive Electricity		
EM 953	Auto-Mechanics Course 4 – The Power Flow	Vocational Training	All manuals address vocational topics.
EM 954	Auto-Mechanics Course 5 – Chassis Units		
EM 961	Engineering Drawing		
EM 970	Mathematics for Technical and Vocational Schools		
EM 976	How to Design and Install Plumbing		

Appendix C. "Numbering" from Field Manual FM 21-6, List and Index of War Department Publications, pages 2-4

3. NUMBERING. — The number of each pamphlet will consist of two parts: the basic number and subnumber.

a. The *basic numbers* will be as follows:

1. Army Air Forces.
2. Cavalry.
3. Chemical Warfare Service.
4. Coast Artillery Corps. (For harbor defense, railway, and truck-drawn only.)
5. Corps of Engineers.
6. Field Artillery.
7. Infantry.
8. Medical Department.
9. Ordnance Department.

Subnumbers of Technical Manuals in the 9— series are assigned according to type of matériel and echelon of maintenance covered, as follows:

TM 9-200 to TM 9-999 cover the first and second echelons of

maintenance, that is, servicing, simple repair and replacement—

TM 9-200 to TM 9-299—Small arms of all types, all cannon up to but not including 57-mm.

TM 9-300 to TM 9-399—All field artillery 57-mm and over; all antiaircraft artillery over 40-mm.

TM 9-400 to TM 9-499—Coast and railway artillery, all sizes.

TM 9-500 to TM 9-699—Fire control and sighting equipment. TM

9-700 to 9-849 and 9-870 to TM 9-899—Automotive matériel.

TM 9-850 to TM 9-869—Miscellaneous.

TM 9-900 to TM 9-999—Ammunition items of all types and their components.

TM 9-1200 to TM 9-1999 cover the third and fourth echelons of

maintenance, that is, major repair, replacement, reconditioning. The breakdown

parallels that above. TM 9-1200 to TM 9-1299 cover small arms and cannon up to 57-mm; TM 9-1300 to TM 9-1399 cover all field artillery 57-mm and over and all antiaircraft artillery over 40-mm; etc.

TM 9-2200 to TM 9-2999 are instruction guides, or textbooks intended

primarily for classroom use and study. The breakdown parallels that above.

10. Quartermaster Corps.
11. Signal Corps.
12. Adjutant General's Department.
13. Inspector General's Department.
14. Finance Department.
15. Judge Advocate General's Department.
16. Corps of Chaplains.
17. Armored Force.
18. Tank Destroyer.
19. Military Police.
- 20 to 31. Basic Field Manuals
20. Miscellaneous.
21. Individual Soldier.
22. Infantry Drill Regulations.

- 23. Basic weapons, including accessories and ammunition
- 24. Communications.
- 25. Transportation.
- 26. Interior guard duty.
- 27. Military law.
- 28. Band.
- 29. Military Police.
- 30. Military intelligence.
- 31. Special operations.
- 35. Women's Army Auxiliary Corps.
- 44. Coast Artillery Corps (antiaircraft artillery and barrage balloon).
- 55. Transportation Corps.
- 100. Field Service Regulations.
- 101. Staff Officers' Field Manual.
- 105. Umpire Manual.

b. The *subnumbers* for Field Manuals will be from 1 to 199 and for Technical Manuals 200, etc.

c. Examples:

FM 6-110—Field Artillery Field Manual—Pack Artillery.

FM 22-5—Basic Field Manual—Infantry Drill Regulations.

FM 100-5—Field Service Regulations—Operations.

TM 4-235—Technical Manual—Coast Artillery Target Practice.

d. Reference.—For references in correspondence or publications, Field Manuals and Technical Manuals will ordinarily be referred to by number only, that is, FM 6-110 or TM 4-235; if it is necessary to identify the publication further, the title will be added, that is, FM 6-110, FAFM, Pack Artillery; TM 4-235, Coast Artillery Target Practice.

Appendix D. Audience Indicators for TM, EM, and FM Monographs in Sample

Manual number and title	Indicator in title	Table of Contents	Body text	External notes	Final value
EM 102, Building Good Sentences	Unspecified	Unspecified	Both	Unspecified	Both
EM 295, Labor Problems in American Industry	Unspecified	Unspecified	Unspecified	Unspecified	Unspecified
EM 304, A First Course in Algebra	Unspecified	Unspecified	Both	Unspecified	Both
EM 431, The Physical Sciences	Unspecified	Unspecified	Both	Unspecified	Both
EM 518, Spoken German	Unspecified	Unspecified	Both	Unspecified	Both
EM 601, Harmony	Unspecified	Unspecified	Both	Unspecified	Both
EM 756, Our Modern Banking and Monetary System	Unspecified	Unspecified	Both	Unspecified	Both
EM 945, Your Post-War Career	Unspecified	Enlisted	Enlisted	Unspecified	Enlisted
FM 1-15, Tactics and Techniques of Air Fighting	Officer	Unspecified	Unspecified	Unspecified	Officer
FM 3-5, Tactics of Chemical Warfare	Unspecified	Officer	Unspecified	Unspecified	Officer
FM 4-110, Antiaircraft Artillery – Gunnery, Fire Control, and Position Finding, Antiaircraft Guns	Unspecified	Unspecified	Both	Officer	Both
FM 5-10, Construction and Routes of Communication	Unspecified	Unspecified	Both	Unspecified	Both
FM 5-20, Camouflage, Basic Principles	Unspecified	Unspecified	Both	Unspecified	Both
FM 5-25, Explosives and Demolitions	Unspecified	Unspecified	Unspecified	Unspecified	Unspecified
FM 6-20, Field Artillery Field Manual – Tactics and Technique	Unspecified	Both	Unspecified	Unspecified	Both
FM 7-20, Infantry Battalion	Unspecified	Both	Unspecified	Unspecified	Both
FM 8-50, Splints, Appliances, and Bandages	Unspecified	Unspecified	Officer	Unspecified	Officer
FM 10-53, Headquarters and Headquarters Detachment Quartermaster Battalion	Unspecified	Unspecified	Both	Unspecified	Both
FM 17-10, Armored Force Field Manual – Tactics and Technique	Unspecified	Unspecified	Both	Officer	Both
FM 19-10, Military Police in Towns and Cities	Unspecified	Unspecified	Both	Enlisted	Both
FM 21-5, Military Training	Unspecified	Unspecified	Both	Unspecified	Both
FM 21-25, Elementary Map and Aerial Photograph Reading	Unspecified	Unspecified	Both	Unspecified	Both
FM 21-30, Conventional Signs, Military Symbols, and Abbreviations	Unspecified	Unspecified	Both	Unspecified	Both
FM 21-100, Soldier's Handbook	Unspecified	Enlisted	Enlisted	Enlisted	Enlisted
FM 22-5, Leadership Courtesy and Drill	Unspecified	Officer	Both	Unspecified	Both
FM 23-10, U.S. Rifle, Caliber .30, M1903	Unspecified	Unspecified	Both	Unspecified	Both
FM 23-25, Bayonet	Unspecified	Unspecified	Both	Enlisted	Both
FM 23-90, 81-MM Mortar M1	Unspecified	Unspecified	Both	Unspecified	Both
FM 24-6, Radio Procedure	Unspecified	Unspecified	Both	Unspecified	Both

FM 25-10, Motor Transport	Unspecified	Unspecified	Both	Unspecified	Both
FM 26-5, Interior Guard Duty	Unspecified	Both	Both	Enlisted	Both
FM 27-10, Rules of Land Warfare	Unspecified	Unspecified	Unspecified	Officer	Officer
FM 30-15, Military Intelligence: Examination of Enemy Personnel, Repatriates, Documents, and Materiel	Unspecified	Both	Both	Unspecified	Both
FM 30-25, Military Intelligence: Counterintelligence	Unspecified	Unspecified	Both	Unspecified	Both
FM 30-30, Recognition: Pictorial Manual	Unspecified	Unspecified	Both	Unspecified	Both
FM 31-15, Operations in Snow and Extreme Cold	Unspecified	Unspecified	Both	Unspecified	Both
FM 38-220, Stock Control Manual for Posts, Camps, and Stations	Unspecified	Unspecified	Both	Unspecified	Both
FM 55-55, Railway Operating Battalion	Unspecified	Unspecified	Officer	Unspecified	Officer
FM 100-5, Field Service Regulations – Operations	Unspecified	Unspecified	Officer	Unspecified	Officer
FM 100-10, Field Service Regulations – Administration	Officer	Officer	Both	Unspecified	Officer
FM 101-5, Staff Officers' Field Manual – The Staff and Combat Orders	Officer	Unspecified	Officer	Officer	Officer
TM 1-233, Elementary Physics for Air Crew Trainees	Unspecified	Unspecified	Unspecified	Unspecified	Unspecified
TM 1-412, Aircraft Propellers	Unspecified	Unspecified	Unspecified	Unspecified	Unspecified
TM 1-705, Physiological Aspects of Flying and Maintenance of Physical Fitness	Officer	Unspecified	Officer	Unspecified	Officer
TM 3-215, Military Chemistry and Chemical Agents	Unspecified	Unspecified	Officer	Unspecified	Officer
TM 5-285, Semipermanent Highway Steel Bridges 30-, 60-, and 90-foot Spans	Unspecified	Unspecified	Unspecified	Unspecified	Unspecified
TM 5-295, Water Supply and Water Purification	Unspecified	Unspecified	Both	Unspecified	Both
TM 5-325, Enemy Land Mines and Booby Traps	Unspecified	Unspecified	Both	Officer	Both
TM 8-227, Methods for Laboratory Technicians	Unspecified	Unspecified	Unspecified	Unspecified	Unspecified
TM 9-802, Truck, Amphibian, 2 1/2-Ton, 6 x 6, GMC DUKW-353	Unspecified	Unspecified	Both	Unspecified	Both
TM 9-1826A, Ordnance Maintenance – Carburetors (Carter)	Unspecified	Unspecified	Both	Unspecified	Both
TM 9-2800, Standard Military Motor Vehicles - Classification	Unspecified	Unspecified	Both	Unspecified	Both
TM 10-230, Quartermaster Handbook – Depot Company Supply	Unspecified	Unspecified	Both	Unspecified	Both
TM 10-405, The Army Cook	Unspecified	Unspecified	Enlisted	Unspecified	Enlisted

TM 10-460, Driver's Manual	Unspecified	Unspecified	Enlisted	Unspecified	Enlisted
TM 11-432, Code Practice Equipment	Unspecified	Unspecified	Both	Unspecified	Both
TM 12-250, Technical Manual – Administration	Officer	Officer	Officer	Officer	Officer
TM 19-225, Sabotage	Unspecified	Unspecified	Both	Unspecified	Both
TM 20-205, Dictionary of United States Army Terms	Unspecified	Unspecified	Both	Unspecified	Both
TM 21-221, Informal Games for Soldiers	Both	Unspecified	Both	Unspecified	Both
TM 21-250, Army Instruction	Unspecified	Unspecified	Officer	Unspecified	Officer
TM 21-300, Driver Selection and Training	Unspecified	Unspecified	Officer	Unspecified	Officer
TM 30-303, Italian Language Guide	Unspecified	Unspecified	Both	Unspecified	Both
TM 30-450, Handbook on German Military Forces	Unspecified	Unspecified	Both	Officer	Both
TM 30-603, Italian Phrase Book	Unspecified	Unspecified	Unspecified	Unspecified	Unspecified
TM 55-265, Transportation Rules – Military Railway Service	Unspecified	Unspecified	Both	Unspecified	Both

Appendix E. All War Department Manuals Held In National WWII Museum Archives Collection, Sorted by Manual Code

Accession No.	Title (Rough)	Code	Published Date	Pages	Notes
2008.527.007	Engineer Field Manual - Volume II: Military Engineering (Tentative) - Part One: Communications	??	1932-06-16	254 p.	Old prototype? List of field manuals etc. from tis time of publication, considerably shorter!
2007.184.028	Army Life	War Dept.	1944-08-10	182 p.	less formal introductory guide for soldiers/new recruits...
2008.527.004	Basic Field Manual - Volume I: Field Service Pocketbook - Chapter 1: Military Courtesy, Salutes, Honors and Discipline	??	1936-03-01	10 p.	Old prototype? List of field manuals etc. from tis time of publication, considerably shorter!
2008.527.005	Basic Field Manual - Volume I: Field Service Pocketbook - Chapter 8: Defense Against Chemical Attack	??	1931-12-03	57 p.	Old prototype? List of field manuals etc. from tis time of publication, considerably shorter!
2008.527.008	Engineer Field Manual - Volume II: Military Engineering (Tentative) - Part Two: Defensive Measures	??	1932-06-25	251 p.	Old prototype? List of field manuals etc. from tis time of publication, considerably shorter!
2008.527.009	Engineer Field Manual - Volume II: Military Engineering (Tentative) - Part Two: Defensive Measures	??	1932-06-25	251 p.	Duplicate
2008.527.010	Basic Field Manual - Volume III: Basic Weapons - Part One: Rifle Company - Chapter 1: Rifle Marksmanship	??	1932-03-01	110 p.	Old prototype? List of field manuals etc. from tis time of publication, considerably shorter!
2008.527.011	Basic Field Manual - Volume III: Basic Weapons - Part One: Rifle Company - Chapter 6: Musketry	??	1932-03-01	42 p.	Old prototype? List of field manuals etc. from tis time of publication, considerably shorter!
2008.527.012	Basic Field Manual - Volume III: Basic Weapons - Part One: Rifle Company - Chapter 6: Musketry	??	1932-03-01	42 p.	Old prototype? List of field manuals etc. from tis time of publication, considerably shorter!
2009.176.003	Field Artillery Field Manual - Volume I: Organization and Drill	??	1931-10-20	178 p.	Old prototype? List of field manuals etc. from tis time of publication, considerably shorter!
2010.068.029	Cavalry Field Manual - Volume III: Employmeny of Cavalry	??	1939-01-03	208 p.	Old prototype?

2010.068.032	Cavalry Field Manual - Volume I: Horse Cavalry	??	1938-01-03	299 p.	Old prototype? Or were these not reissued by the War Dept., but still necessary for certain soldiers?
2011.542.002	Basic Field Manual - Volume III: Basic Weapons - Part Five: Combat Practice Firing	??	1932-05-26	26 p.	Old prototype?
2011.542.003	Staff Officers' Field Manual - Part One: Staff Data	??	1932-09-26	172 p.	handwritten note "Superceded by FM 21-30 + FM 101-5"
2011.542.004	Basic Field Manual - Volume I: Field Service Pocketbook - Chapter 5: Map and Aerial Photograph Reading	??	1938-04-02	70 p.	Old prototype? Handwritten note "Capt. E. Lucas"
2007.149.02	A Manual for Courts- Martial U.S. Army - 1928 (Corrected to April 20th, 1945)	??	1943-04-20	342 p.	Ink stamped "Lansing J. Mitchell, Captain, J.A.G.D."
2007.222.012	Pocket Guide to Paris and Cities of Northern France	??	1944-00-00	86 p.	Un-numbere War Department pocket guide to Paris and Northern France
2007.222.013	Pocket Guide to Egypt	??	1943-00-00	57 p.	Un-numbered War Department pocket guide to Egypt...research...
2004.240.080	Manual for Noncommisioned Officers and Privates of Infantry of the Army of the United States - 1917	Doc. No. 574	1917-04-14	350 p.	
2011.378.014	The Mechanics of English - A Self-teaching Course	EM 101	1944-07-01	237 p.	
2002.398.001 001	Building Good Sentences - A Self-teaching Course	EM 102	1944-07-13	293 p.	
2002.398.001 002	Building Good Sentences - A Self-teaching Course	EM 102	1944-07-13	293 p.	
2002.398.002	Principles and Types of Speech	EM 125	1944-03-16	543 p.	
2011.378.021	American History - Course Four - Part 1: Social and Cultural America - Part 2: America Becomes a World Power - A Self-teaching Course	EM 203	1944-02-03	280 p.	
2011.235.027	Labor Problems in American Industry - In Two Volumes, Volume 1	EM 295	1944-05-27	563 p.	
2011.235.028	Labor Problems in American Industry - In Two Volumes, Volume 2	EM 295	1944-05-27	440 p.	page numbering goes 564-1004
2002.327.001	A First Course in Algebra - Part I - A Self-teaching	EM 304	1944-04-20	259 p.	Includes work on loose legal ruled page, a folded paper, and written

	Course				answers in pencil on pages
2011.378.020	A First Course in Algebra - Part I - A Self-teaching Course	EM 304	1944-04-20	259 p.	
2002.327.002	A First Course in Algebra - Part II - A Self-teaching Course	EM 305	1944-04-20	289 p.	
2011.378.019	A First Course in Algebra - Part II - A Self-teaching Course	EM 305	1944-04-20	289 p.	
2011.378.017	Plane Geometry - Course Two - A Self-teaching Course	EM 307	1944-04-06	242 p.	
2004.083.012	An Introduction to Statistical Analysis	EM 327	1944-03-06	498 p.	
2011.235.021	An Introduction to Statistical Analysis	EM 327	1944-03-06	498 p.	
2001.244.006	Electricity for Beginners - A Self-teaching Course	EM 416	1944-02-17	458 p.	
2002.398.004	The Physical Sciences	EM 431	1944-04-27	485 p.	Has Dewey Decimal System call number on cover '500.11 HQ'
2011.235.024	Principles of Applied Psychology	EM 481	1944-03-01	628 p.	handwritten note "Lt. Donald"
2003.367.021 001	Spoken French - Basic Course - Units 1-12 - A Self-teaching Manual	EM 500	1944-04-24	182 p.	This vs. French phrasebook--is this optional? Who was recommended to take language courses, or, for that matter, any EM course?
2003.367.021 002	Spoken French - Basic Course - Units 13-30	EM 501	1943-12-17	517 p.	Alternate accession number on last page - 2003.361.021
2012.243.001	Spoken German - Basic Course - Units 1-12	EM 518	1944-02-24	269 p.	
2012.243.002	Spoken German - Basic Course - Units 13-30	EM 519	1944-08-01	305 p.	page numbering goes 271-576
2010.326.002	Spoken Russian - Basic Course - Units 1-12	EM 524	1945-02-01	299 p.	
2011.235.022	Spoken Russian - Basic Course - Units 13-30	EM 525	1945-08-01	397 p.	page numbering goes 302-698
2010.326.001	Guide's Manual for Spoken Russian - Basic Course - Units 1-30 (Russian)	EM 526	1945-09-01	57 p.	wirtten in Russian and English
2010.326.003	Spoken Malay - Basic Course - Units 1-12	EM 567	1945-07-01	192 p.	
2010.326.004	Spoken Malay - Basic Course - Units 1-12	EM 567	1945-07-01	192 p.	
2010.326.005	Spoken Malay - Basic Course - Units 13-30	EM 568	1945-09-01	517 p.	
2010.326.006	Spoken Malay - Basic Course - Units 13-30	EM 568	1945-09-01	517 p.	
2011.253.003	Harmony	EM 601	1944-02-29	310 p.	Music education

2011.235.020	Introduction to Business Law - Course II	EM 717	1944-02-10	354 p.	
2003.165.02	Fundamentals of Typewriting - A Self-teaching Course	EM 725	1943-00-00	37 p.	
2011.378.016	Modern Business English	EM 749	1944-04-07	516 p.	
2011.235.025	Our Modern Banking and Monetary System - In Two Volumes, Volume 1	EM 756	1944-04-24	455 p.	
2011.235.026	Our Modern Banking and Monetary System - In Two Volumes, Volume 2	EM 756	1944-04-24	356 p.	page numbering goes 456-812
2011.235.023	Credits and Collections	EM 781	1944-07-24	521 p.	
2011.401.031	Your Post-War Career	EM 945	1944-12-23	144 p.	
2010.272.001	Auto-Mechanics Course 1 - The Engine - A Self-teaching Course	EM 950	1944-05-30	265 p.	
2010.272.002	Auto-Mechanics Course 3 - Automotive Electricity - A Self-teaching Course	EM 952	1944-02-17	282 p.	
2010.272.003	Auto-Mechanics Course 4 - The Power Flow - A Self-teaching Course	EM 953	1944-05-30	314 p.	
2010.272.004	Auto-Mechanics Course 5 - Chassis Units - A Self-teaching Course	EM 954	1944-05-30	314 p.	
2002.398.003	Engineering Drawing	EM 961	1944-09-14	622 p.	
2011.378.018	Mathematics for Technical and Vocational Schools	EM 970 33	1944-06-24	511 p.	
2001.244.005	How to Design and Install Plumbing	EM 976	1944-06-23	442 p.	Educational manual
2011.542.005	Restricted - Army Air Force Field Manual - Tactics and Technique of Air Fighting	FM 1-15	1942-04-10	75 P.	
2000.287.008	Headquarters and Headquarters Detachment Quartermaster Battalion	FM 10-53	1950-06-22	206 p.	
2000.177.045	Field Service Regulations - Administration	FM 100-10	1942-10-05	154 p.	
2000.177.046	Field Service Regulations - Administration	FM 100-10	1940-12-09	154 p.	
2000.287.044	Field Service Regulations - Administration	FM 100-10	1940-12-09	154 p.	
2000.287.088	Field Service Regulations - Administration	FM 100-10	1943-11-15	180 p.	
2001.244 002	Field Service Regulations - Administration	FM 100-10	1942-08-29	154 p.	Has loose addendum CI inserted in front cover
2003.393.018	Field Service Regulations - Administration	FM 100-10	1943-11-15	180 p.	handwritten note S-2 Michael Demeter

2004.143.02	Field Service Regulations - Administration	FM 100-10	1942-04-29	154 p.	
2011.542.062	Field Service Regulations - Administration	FM 100-10	1940-12-09	154 p.	
2011.167.001	Field Service Regulations - Command and Employment of Air Power	FM 100-20	1943-07-21	14 p.	
2000.177.047 .1	Field Service Regulations - Operations	FM 100-5	1941-05-22	310 p.	Lt. Walk - handwritten note
2000.177.047 .2	Field Service Regulations - Operations	FM 100-5	1941-05-22	310 p.	
2000.287.082	Field Service Regulations - Operations	FM 100-5	1941-05-22	310 p.	
2009.579.002	Field Service Regulations - Operations	FM 100-5	1941-05-22	310 p.	handwritten note "Capt Schmu????n"
2010.068.025	Field Service Regulations - Operations	FM 100-5	1941-05-22	310 p.	
2010.427.021	Field Service Regulations - Operations	FM 100-5	1944-06-15	366 p.	has alternate accession # 2010.424.021
2010.427.022	Field Service Regulations - Operations	FM 100-5	1944-06-15	366 p.	
2000.177.080	Staff Officers' Field Manual - Organization, Technical and Logistical Data Restricted - Staff Officers'	FM 101-10	1943-10-10	n.p.	loose sheets from a spiral bound book
2001.244 001	Field Manual - Organization, Technical and Logistical Data Restricted - Staff Officers'	FM 101-10	1941-06-15	358 p.	Loose sheet in binder-style binding
2010.068.030	Field Manual - Organization, Technical and Logistical Data	FM 101-10	1941-06-15	358 p.	Binder binding; has owner-made tabs
2000.177.059	Staff Officers' Field Manual - The Staff and Combat Orders	FM 101-5	1942-03-24	146 p.	1st Lt. Frank H. Walk - handwritten note
2000.177.060	Staff Officers' Field Manual - The Staff and Combat Orders	FM 101-5	1942-03-24	146 p.	
2001.244 003	Staff Officers' Field Manual - The Staff and Combat Orders	FM 101-5	1940-08-19	146 p.	Has loose addendum CI inserted in front cover
2009.298.001	Staff Officers' Field Manual - The Staff and Combat Orders	FM 101-5	1940-08-19	146 p.	handwritten note "Corporal Walter B Hutts (?)"
2010.068.026	Staff Officers' Field Manual - The Staff and Combat Orders	FM 101-5	1940-08-19	146 p.	handwritten note "Capt. Irving"
2010.068.027	Staff Officers' Field Manual - The Staff and Combat Orders	FM 101-5	1940-08-19	146 p.	

2010.068.013	Armored Force Field Manual - Tactics and Technique	FM 17-10	1942-03-07	471 p.	handwritten note "Maj. Irving"
2000.287.042 2	Armored Force Field Manual - Employment of Armored Units - Reconnaissance Platoon and Company	FM 17-20	1942-05-30	137 p.	has 'restricted ' ink stamped at top
2000.287.042	Restricted - Armored Force Field Manual - Assault Gun Section and Platoon	FM 17-25	1942-06-25	92 p.	
2004.210.002.03	Restricted - Armored Force Field Manual - Assault Gun Section and Platoon	FM 17-25	1942-06-25	92 p.	
2011.542.017	Armored Force Field Manual - Service of the Piece: 105-MM Howitzer Self-propelled	FM 17-63	1942-08-18	65 p.	handwritten note "M.P. Plat"
2009.358.016	Military Police in Towns and Cities	FM 19-10	1945-01-02	77 p.	handwritten note "Sgt. Joseph ? Lah (?)"
2003.056.002	Military Police	FM 19-5	1944-06-14	250 p.	
2003.227.43	Military Sanitation	FM 21-10	1945-07-05	249 p.	Interior inscription: Cadet Haddon E. Francis, Wentworth Military Academy, 1946-47
2004.143.03	Military Sanitation	FM 21-10	1945-07-05	249 p.	
2008.417.016	Military Sanitation	FM 21-10	1945-07-05	249 p.	
2010.068.014	Basic Field Manual - Military Sanitation and First Aid	FM 21-10	1940-07-31	192 p.	handwritten note "Capt. Irving"
2011.542.018	Basic Field Manual - Military Sanitation and First Aid	FM 21-10	1940-07-31	192 p.	handwritten note "Sgt. Wolf"
2011.542.019	Basic Field Manual - Military Sanitation and First Aid	FM 21-10	1940-07-31	192 p.	
2000.013	Basic Field Manual - Soldier's Handbook	FM 21-100	1940-12-11	253 p.	
2000.177.049	Basic Field Manual - Soldier's Handbook	FM 21-100	1940-12-11	253 p.	Lt. Saltzman - handwritten note
2000.287.057	(missing cover)	FM 21-100	1940-12-11	253 p.	
2000.318.005	Basic Field Manual - Soldier's Handbook	FM 21-100	1942-05-04	263 p.	
2001.504.135	Basic Field Manual - Soldier's Handbook	FM 21-100	1941-07-23	251 p.	
2001.523.043	Basic Field Manual - Soldier's Handbook	FM 21-100	1942-07-23	264 p.	
2002.526.03	Basic Field Manual - Soldier's Handbook	FM 21-100	1941-07-23	251 p.	

2003.339.03	Basic Field Manual - Soldier's Handbook	FM 21- 100	1941-07-23	251 p.	
2004.100.008	Basic Field Manual - Soldier's Handbook	FM 21- 100	1941-07-23	263 p.	
2005.057.05	Basic Field Manual - Soldier's Handbook	FM 21- 100	1941-07-23	263 p.	includes C1 addendum 1942-05-04
2007.064.001	Basic Field Manual - Soldier's Handbook	FM 21- 100	1941-07-23	251 p.	handwritten note "Pvt. John W. Hatcher"
2007.184.031	Basic Field Manual - Soldier's Handbook	FM 21- 100	1941-07-23	251 p.	
2008.003.058	Basic Field Manual - Soldier's Handbook	FM 21- 100	1941-07-23	263 p.	includes C1 addendum 1942-05-04
2008.098.001	Basic Field Manual - Soldier's Handbook	FM 21- 100	1941-07-23	264 p.	includes C1 addendum 1942-05-04, C2 addendum 1942-12-28
2008.329.004	Basic Field Manual - Soldier's Handbook	FM 21- 100	1941-07-23	264 p.	includes C1 addendum 1942-05-04, C2 addendum 1942-12-28
2009.015.104	Basic Field Manual - Soldier's Handbook	FM 21- 100	1940-12-11	253 p.	handwritten note "Lt. A.G. Harper, Jr."
2009.298.002	Basic Field Manual - Soldier's Handbook	FM 21- 100	1940-12-11	253 p.	
2009.563.119	Basic Field Manual - Soldier's Handbook	FM 21- 100	1940-12-11	253 p.	
2009.563.120	Basic Field Manual - Soldier's Handbook	FM 21- 100	1941-07-23	251 p.	handwritten note "Pvt. William P Tarr"
2010.133.035	Basic Field Manual - Soldier's Handbook	FM 21- 100	1940-12-11	253 p.	
2010.362.001	Basic Field Manual - Soldier's Handbook	FM 21- 100	1941-07-23	263 p.	
2010.447.010	Basic Field Manual - Soldier's Handbook	FM 21- 100	1942-05-04	263 p.	
2010.480.002	Basic Field Manual - Soldier's Handbook	FM 21- 100	1941-07-23	251 p.	
2011.131.054	Basic Field Manual - Soldier's Handbook	FM 21- 100	1940-12-11	253 p.	handwritten note "Pvt. M. S. Miller"
2000.287.007	Manuale di Norme Fondamentali per le Truppe in Campagna - Vademecum del Soldato	FM 21- 100 (Italian)	1944-06-28	200 p.	Basic Field Manual - Soldier's Handbook (Italian)
2000.287.089	Basic Field Manual - Engineer Soldier's Handbook	FM 21- 105	1943-06-02	163 p.	
2007.270.037	Basic Field Manual - Engineer Soldier's Handbook	FM 21- 105	1943-06-02	163 p.	
2011.542.029	Basic Field Manual - Engineer Soldier's Handbook	FM 21- 105	1941-03-12	90 p.	
2011.542.030	Basic Field Manual - Engineer Soldier's Handbook	FM 21- 105	1943-06-02	163 p.	

2000.287.113	Basic Field Manual - First Aid for Soldiers	FM 21-11	1943-08-07	119 p.	
2003.227.44	Basic Field Manual - First Aid for Soldiers	FM 21-11	1946-08-01	68 p.	
2003.367.024 001	Basic Field Manual - First Aid for Soldiers	FM 21-11	1943-04-07	119 p.	
2008.326.007	Basic Field Manual - First Aid for Soldiers	FM 21-11	1946-08-01	68 p.	
2008.417.017	Basic Field Manual - First Aid for Soldiers	FM 21-11	1943-04-07	119 p.	
2008.536.061	Basic Field Manual - First Aid for Soldiers	FM 21-11	1943-04-07	119 p.	
2009.289.003	Basic Field Manual - First Aid for Soldiers	FM 21-11	1943-04-07	119 p.	
2010.133.036	Basic Field Manual - First Aid for Soldiers	FM 21-11	1943-04-07	119 p.	
2010.278.002	Basic Field Manual - First Aid for Soldiers	FM 21-11	1943-04-07	119 p.	
2007.184.030	Manuel de Service en Campagne - Premiers Secours	FM 21-11 (French)	1944-01-27	117 p.	Basic Field Manual - First Aid
2000.287.080	Basic Field Manual - Equipment, Clothing, and Tent Pitching	FM 21-15	1940-10-01	58 p.	
2008.326.001	Individual Clothing and Equipment	FM 21-15	1945-04-30	88 p.	
2008.417.019	Individual Clothing and Equipment	FM 21-15	1945-04-30	88 p.	
2000.177.050	Basic Field Manual - Unarmed Defense for the American Soldier	FM 21-150	1942-06-30	315 p.	
2001.012.006	Basic Field Manual - Unarmed Defense for the American Soldier	FM 21-150	1942-06-30	315 p.	William Maynard Eanes III - handwritten note
2008.417.002	Basic Field Manual - Unarmed Defense for the American Soldier	FM 21-150	1942-06-30	315 p.	
2010.544.012	Basic Field Manual - Unarmed Defense for the American Soldier	FM 21-150	1942-06-30	315 p.	
2008.326.004	Restricted - Foot Marches	FM 21-18	1950-07-14	108 p.	
2000.177.056	Basic Field Manual - Physical Training	FM 21-20	1941-03-06	211 p.	
2008.417.011	Basic Field Manual - Physical Training	FM 21-20	1941-03-06	211 p.	handwritten note "Lt. Haraden"; ink stamp "Elmer E. Haraden, Capt. Sig. Corps"
2008.329.009	Watermanship	FM 21-22	1944-04-25	151 p.	
2008.417.004	Watermanship	FM 21-22	1944-04-25	151 p.	
2000.287.004	Elementary Map and Aerial	FM 21-25	1944-08-15	116 p.	

	Photograph Reading Basic Field Manual - Elementary Map and Aerial	FM 21-25	1941-04-12	100 p.	
2000.287.005	Photograph Reading Basic Field Manual - Elementary Map and Aerial	FM 21-25	1941-04-12	100 p.	
2000.287.016	Photograph Reading Basic Field Manual - Elementary Map and Aerial	FM 21-25	1941-08-12	100 p.	damaged, may have more pages
2007.063.036	Photograph Reading Basic Field Manual - Elementary Map and Aerial	FM 21-25	1941-04-12	100 p.	Has color map in back and insert
2008.003.057	Photograph Reading Basic Field Manual - Elementary Map and Aerial	FM 21-25	1944-08-15	116 p.	
2008.098.006	Photograph Reading Basic Field Manual - Elementary Map and Aerial	FM 21-25	1944-08-15	116 p.	
2008.326.010	Photograph Reading Basic Field Manual - Elementary Map and Aerial	FM 21-25	1944-08-15	116 p.	
2008.527.001	Photograph Reading Basic Field Manual - Elementary Map and Aerial	FM 21-25	1944-08-15	116 p.	
2011.459.020	Photograph Reading Basic Field Manual - Elementary Map and Aerial	FM 21-25	1944-08-15	116 p.	
2011.542.020	Photograph Reading Basic Field Manual - Elementary Map and Aerial	FM 21-25	1941-04-12	100 p.	
2011.542.021	Photograph Reading Basic Field Manual - Elementary Map and Aerial	FM 21-25	1941-04-12	100 p.	
2000.287.014	Advanced Map and Aerial Photograph Reading Basic Field Manual -	FM 21-26	1941-09-17	190 p.	
2000.287.045	Advanced Map and Aerial Photograph Reading Basic Field Manual -	FM 21-26	1944-12-23	141 p.	
2008.329.005	Advanced Map and Aerial Photograph Reading Basic Field Manual -	FM 21-26	1944-12-23	141 p.	
2008.417.007	Advanced Map and Aerial Photograph Reading Basic Field Manual -	FM 21-26	1941-09-17	190 p.	
2008.417.008	Advanced Map and Aerial Photograph Reading Basic Field Manual -	FM 21-26	1944-12-23	141 p.	
2008.527.002	Advanced Map and Aerial Photograph Reading Basic Field Manual -	FM 21-26	1944-12-23	141 p.	
2010.497.006	Advanced Map and Aerial Photograph Reading Basic Field Manual -	FM 21-26	1941-09-17	190 p.	
2011.542.022	Advanced Map and Aerial Photograph Reading Basic Field Manual -	FM 21-26	1941-09-17	190 p.	
2000.177.051	Conventional Signs, Military Symbols, and Abbreviations	FM 21-30	1941-11-26	66 p.	

2000.287.046	Conventional Signs, Military Symbols, and Abbreviations	FM 21-30	1943-10-15	104 p.	
2000.287.055	Conventional Signs, Military Symbols, and Abbreviations	FM 21-30	1943-10-15	104 p.	
2001.244 004	Basic Field Manual - Conventional Signs, Military Symbols, and Abbreviations	FM 21-30	1941-11-26	66 p.	
2004.247.02 002	Basic Field Manual - Conventional Signs, Military Symbols, and Abbreviations	FM 21-30	1943-10-15	104 p.	
2007.063.037	Basic Field Manual - Conventional Signs, Military Symbols, and Abbreviations	FM 21-30	1941-11-26	66 p.	
2008.098.005	Basic Field Manual - Conventional Signs, Military Symbols, and Abbreviations	FM 21-30	1943-10-15	104 p.	
2008.417.014	Basic Field Manual - Conventional Signs, Military Symbols, and Abbreviations	FM 21-30	1943-10-15	104 p.	
2009.563.122	Basic Field Manual - Conventional Signs, Military Symbols, and Abbreviations	FM 21-30	1943-10-15	104 p.	
2010.068.015	Basic Field Manual - Conventional Signs, Military Symbols, and Abbreviations	FM 21-30	1941-11-26	66 p.	
2010.068.016	Basic Field Manual - Conventional Signs, Military Symbols, and Abbreviations	FM 21-30	1939-08-01	59 p.	
2010.068.028	Basic Field Manual - Conventional Signs, Military Symbols, and Abbreviations	FM 21-30	1939-08-01	59 p.	
2008.326.006	Driver's Manual	FM 21-305 60	1944-11-30	146 p.	different number than previous Driver's Manuals
2000.287.048	Basic Field Manual - Field Service Pocketbook: Sketching	FM 21-35	1939-06-01	118 p.	
2003.188.004	Basic Field Manual - Field Service Pocketbook: Sketching	FM 21-35	1939-06-01	118 p.	
2010.427.001	Restricted - Basic Field Manual - Field Service Pocketbook - Sketching	FM 21-35	1943-04-15	124 p. (?)	Unlike previous version, this is same manual with addendums that cover blurb says "NOTE - This is not a revision. This manual contains only C 1, 23 February 1942, and C 2, April 1943, to the 1 June 1939 edition, placed at the back following the original text, and will not be issued to individuals possessing that edition."

2010.427.003	Restricted - Basic Field Manual - Field Service Pocketbook - Sketching	FM 21-35	1943-04-15	124 p. (?)	Unlike previous version, this is same manual with addendums that cover blurb says "NOTE - This is not a revision. This manual contains only C 1, 23 February 1942, and C 2, April 1943, to the 1 June 1939 edition, placed at the back following the original t
2010.427.003	Restricted - Basic Field Manual - Field Service Pocketbook - Sketching	FM 21-35	1943-04-15	124 p. (?)	Unlike previous version, this is same manual with addendums that cover blurb says "NOTE - This is not a revision. This manual contains only C 1, 23 February 1942, and C 2, April 1943, to the 1 June 1939 edition, placed at the back following the original t
2011.542.023	Basic Field Manual - Field Service Pocketbook: Sketching	FM 21-35	1939-06-01	118 p.	
2011.542.024	Basic Field Manual - Field Service Pocketbook: Sketching	FM 21-35	1939-06-01	118 p.	
2003.054.001	Basic Field Manual - Defense Against Chemical Attack	FM 21-40	1942-09-07	282 p.	
2003.188.005	Basic Field Manual - Defense Against Chemical Attack	FM 21-40	1942-09-07	282 p.	
2011.253.002	Basic Field Manual - Defense Against Chemical Attack	FM 21-40	1942-09-07	282 p.	
2011.459.021	Basic Field Manual - Defense Against Chemical Attack	FM 21-40	1942-09-07	282 p.	
2011.542.025	Basic Field Manual - Defense Against Chemical Attack	FM 21-40	1940-05-01	154 p.	
2011.542.026	Basic Field Manual - Defense Against Chemical Attack	FM 21-40	1940-05-01	154 p.	
2011.542.027	Basic Field Manual - Defense Against Chemical Attack	FM 21-40	1940-05-01	154 p.	
2008.417.005	Basic Field Manual - Protective Measures, Individuals and Small Units	FM 21-45	1942-03-10	154 p.	
2010.068.017	Basic Field Manual - Protective Measures, Individuals and Small Units	FM 21-45	1942-03-10	154 p.	handwritten note "Maj. Irving"

2011.542.028	Basic Field Manual - Protective Measures, Individuals and Small Units	FM 21-45	1942-03-10	154 p.	handwritten note "Sgt. Wolf"
2004.100.010	Basic Field Manual - Military Training	FM 21-5	1941-07-16	77 p.	
2004.210.002.07	Basic Field Manual - Military Training	FM 21-5	1942-07-16	77 p.	
2008.326.009	Basic Field Manual - Military Training	FM 21-5	1950-09-12	204 p.	
2008.417.024	Basic Field Manual - Military Training	FM 21-5	1941-07-16	77 p.	
2010.427.005	Basic Field Manual - Military Training	FM 21-5	1941-07-16	76 p.	
2000.287.006	Basic Field Manual - Military Courtesy and Discipline	FM 21-50	1942-06-15	44 p.	
2008.306.014	Basic Field Manual - Military Courtesy and Discipline	FM 21-50	1941-01-31	40 p.	
2008.417.013	Basic Field Manual - Military Courtesy and Discipline	FM 21-50	1942-06-15	44 p.	
2010.480.001	Basic Field Manual - Military Courtesy and Discipline	FM 21-50	1942-06-15	44 p.	
2000.177.054	Basic Field Manual - List of Publications for Training	FM 21-6	1943-01-01	145 p.	INDEX OF TRAINING AND FIELD MANUALS
2004.360.001	Techniques of Military Insruccion	FM 21-6	1954-05-19	185 p.	Ink stamp "L.H. Alexander Lt. Colonel TC"
2003.227.45	Infantry: Scouting, Patrolling, and Sniping	FM 21-75	1944-02-06	192 p.	
2008.329.006	Infantry: Scouting, Patrolling, and Sniping	FM 21-75	1944-02-06	192 p.	
2008.417.009	Infantry: Scouting, Patrolling, and Sniping	FM 21-75	1944-02-06	192 p.	
2008.417.020	Restricted - Recognition Training	FM 21-80	1944-05-20	119 p.	
2000.177.052	Basic Field Manual - Infantry Drill Regulations	FM 22-5	1941-08-04	207 p.	
2000.177.053	Basic Field Manual - Infantry Drill Regulations	FM 22-5	1939-07-01	195 p.	Sgt. H.T. Southern - handwritten note
2000.287.010	Leadership Courtesy and Drill	FM 22-5	1946-02-01	314 p.	
2000.287.015	Basic Field Manual - Infantry Drill Regulations	FM 22-5	1941-08-04	220 p.	
2000.287.056	Leadership Courtesy and Drill	FM 22-5	1941-02-01	314 p.	
2001.523.044	Basic Field Manual - Infantry Drill Regulations	FM 22-5	1941-08-04	207 p.	

2002.398.007	Basic Field Manual - Infantry Drill Regulations	FM 22-5	1941-08-04	207 p.	
2002.511.002	Basic Field Manual - Infantry Drill Regulations	FM 22-5	1943-09-16	80 p.	Lt. Eugene Grant handwritten note
2002.511.004	Basic Field Manual - Infantry Drill Regulations	FM 22-5	1941-08-04	207 p.	
2004.240.087	Basic Field Manual - Infantry Drill Regulations	FM 22-5	1941-08-04	207 p.	
2004.262.136	Basic Field Manual - Infantry Drill Regulations	FM 22-5	1939-07-01	293 p.	sub heading notes "with Rifle Caliber .30, M1, Garand Rifle - Infantry Pack and Equipment - Military Discipline and Courtesy - Interior Guard Duty" - - all other manuals
2008.417.010	Basic Field Manual - Infantry Drill Regulations	FM 22-5	1941-08-04	207 p.	
2008.527.022	Basic Field Manual - Infantry Drill Regulations	FM 22-5	1941-08-04	207 p.	
2009.298.003	Basic Field Manual - Infantry Drill Regulations	FM 22-5	1941-08-04	207 p.	
2009.341.001	Basic Field Manual - Infantry Drill Regulations	FM 22-5	1939-07-01	195 p.	ink stamped "Albert J. Wetzel, Jr., 2nd Lt. ..."
2009.563.121	Basic Field Manual - Infantry Drill Regulations	FM 22-5	1941-08-04	207 p.	handwritten note "Lt. R.S. Dawson"
2009.579.001	Basic Field Manual - Infantry Drill Regulations	FM 22-5	1941-08-04	207 p.	
2010.427.017	Leadership Courtesy and Drill	FM 22-5	1946-02-01	314 p.	
2010.427.018	Leadership Courtesy and Drill	FM 22-5	1946-02-01	314 p.	
2010.480.003	Basic Field Manual - Infantry Drill Regulations	FM 22-5	1941-08-04	207 p.	handwritten note "Lt Drogin"
2010.497.007	Basic Field Manual - Infantry Drill Regulations	FM 22-5	1941-08-04	207 p.	
2010.353.001	Basic Field Manual - U.S. Rifle, Caliber .30 M1903	FM 23-10	1940-01-02	219 p.	
2011.542.035	Basic Field Manual - U.S. Rifle, Caliber .30 M1903	FM 23-10	1940-01-02	219 p.	
2000.287.112	Basic Field Manual - Browning Automatic Rifle, Caliber .30, M1918A2 With Bipod	FM 23-15	1940-08-27	208 p.	
2011.542.037	Basic Field Manual - Browning Automatic Rifle, Caliber .30, M1918A2 With Bipod	FM 23-15	1940-08-27	208 p.	
2011.542.038	Basic Field Manual - Browning Automatic Rifle, Caliber .30, M1918A2 With Bipod	FM 23-15	1940-08-27	208 p.	

2008.098.004	Bayonet	FM 23-25	1943-09-07	71 p.	
2008.329.003	Bayonet	FM 23-25	1943-09-07	71 p.	handwritten note "S/Sgt. Steele"
2010.353.002	Bayonet	FM 23-25	1943-09-07	71 p.	
2000.287.053	Basic Field Manual - Hand Grenades	FM 23-30	1940-01-02	34 p.	
2004.143.01	Restricted - Hand and Rifle Grenades: Rocket, AT, HE, 2.36-Inch	FM 23-30	1944-02-14	194 p.	handwritten note T/4 Harold G. Scott, ink stamp "S-3"
2004.210.002.04	Restricted - Hand and Rifle Grenades: Rocket, AT, HE, 2.36-Inch	FM 23-30	1944-02-14	194 p.	
2011.542.039	Basic Field Manual - Hand Grenades	FM 23-30	1940-01-02	34 p.	
2011.542.040	Restricted - Basic Field Manual - Grenades	FM 23-30	1942-06-15	60 p.	
2000.287.023	Basic Field Manual - Automatic Pistol, Caliber .45, M1911 and M1911A1	FM 23-35	1940-04-30	96 p.	
2000.287.029	Basic Field Manual - Automatic Pistol, Caliber .45, M1911 and M1911A1	FM 23-35	1940-04-30	96 p.	
2008.326.011	Pistols and Revolvers	FM 23-35	1946-06-10	205 p.	
2011.542.041	Basic Field Manual - Automatic Pistol, Caliber .45, M1911 and M1911A1	FM 23-35	1940-04-30	96 p.	
2000.287.022	Basic Field Manual - Revolver, Colt, Caliber .45, M1917, and Revolver, Smith and Wesson, Caliber .45, M1917	FM 23-36	1941-10-20	92 p.	
2000.287.047	Basic Field Manual - Thompson Submachine Gun, Caliber .45, M1928A1	FM 23-40	1941-12-31	80 p.	
2007.058.009	Basic Field Manual - Thompson Submachine Gun, Caliber .45, M1928A1	FM 23-40	1941-12-31	80 p.	handwritten note "?M (sp?) Palacino, Combat Medic ETO"
2008.326.003	Restricted - Submachine Gun Caliber .45, M3 and M3A1	FM 23-41	1949-08-10	135 p.	
2002.041.001	Basic Field Manual - Browning Machine Gun, Caliber .30, HB, M1919A4, Ground	FM 23-45	1940-08-14	217 p.	
2000.287.025	Field Manual - U.S. Rifle, Caliber .30, M1	FM 23-5	1948-11-24	51 p.	missing cover
2004.210.002.05	Restricted - Basic Field Manual - U.S. Rifle, Caliber .30, M1	FM 23-5	1943-07-30	363 p.	Slightly different from previous 23-5
2011.542.031	Basic Field Manual - U.S.	FM 23-5	1943-07-30	363 p.	

	Rifle, Caliber .30 M1				
2011.542.032	Basic Field Manual - U.S. Rifle, Caliber .30 M1	FM 23-5	1943-07-30	363 p.	
2011.542.045	Basic Field Manual - U.S. Rifle, Caliber .30 M1	FM 23-5	1940-07-20	243 p.	
2011.542.042	Basic Field Manual - Browning Automatic Rifle, Caliber .30, M1917	FM 23-55	1940-06-20	327 p.	
2011.542.043	Basic Field Manual - Browning Automatic Rifle, Caliber .30, M1917	FM 23-55	1940-06-20	327 p.	
2000.287.021	Basic Field Manual - U.S. Rifle, Caliber .30 M1917 (Enfield)	FM 23-6	1942-08-03	230 p.	
2011.542.033	Basic Field Manual - U.S. Rifle, Caliber .30 M1917 (Enfield)	FM 23-6	1942-08-03	230 p.	
2011.542.044	Basic Field Manual - Browning Machine Gun, Caliber .50, HB, M2, Ground	FM 23-60	1940-09-25	187 p.	
2008.326.002	U.S. Carbine Caliber .30 M1 and M1A1	FM 23-7	1944-04-23	209 p.	
2011.542.034	Basic Field Manual - U.S. Carbine, Caliber .30, M1	FM 23-7	1942-05-20	140 p.	handwritten note "Sgt. Wolf"
2011.542.035	Basic Field Manual - U.S. Carbine, Caliber .30, M1	FM 23-7	1942-05-20	140 p.	
2003.347.008	Basic Field Manual - 37-MM Gun, Antitank, M3	FM 23-70	1940-10-01	186 p.	
2000.287.052	Basic Field Manual - 60-MM Mortar, M2	FM 23-85	1940-07-19	87 p.	
2004.210.002.11	Restricted - Basic Field Manual - 81-MM Mortar M1	FM 23-90	1943-04-22	287 p.	
2011.459.022	Field Wire Systems	FM 24-20	1944-10-04	200 p.	handwritten note "Lt. Bietelman"
2011.542.046	Restricted - Basic Field Manual - Radio Procedure	FM 24-6	1941-03-06	59 p.	
2000.287.009	Basic Field Manual - Motor Transport	FM 25-10	1942-03-12	264 p.	
2010.480.004	Basic Field Manual - Motor Transport	FM 25-10	1942-03-12	264 p.	
2000.287.001	Basic Field Manual - Animal Transport	FM 25-5	1939-06-15	223 p.	
2000.100.011	Basic Field Manual - Interior Guard Duty	FM 26-5	1942-07-28	59 p.	
2002.511.003	Basic Field Manual - Interior Guard Duty	FM 26-5	1940-01-02	56 p.	
2004.210.002.08	Basic Field Manual - Interior Guard Duty	FM 26-5	1940-01-02	56 p.	

2008.417.026	Basic Field Manual - Interior Guard Duty	FM 26-5	1940-01-02	59 p.	with addendum
2011.542.047	Basic Field Manual - Interior Guard Duty	FM 26-5	1940-01-02	39 p.	handwritten note "Sgt. Wolf"
2011.542.048	Basic Field Manual - Interior Guard Duty	FM 26-5	1940-01-02	39 p.	
2002.431.09	Basic Field Manual - Rules of Land Warfare	FM 27-10	1940-10-01	123 p.	Ink stamped 'Col. A. T. Knight'
2008.098.003	Rules of Land Warfare	FM 27-10	1940-10-01	123 p.	
2010.214.009	Basic Field Manual - Rules of Land Warfare	FM 27-10	1940-10-01	123 p.	
2011.542.051	Basic Field Manual - Rules of Land Warfare	FM 27-10	1940-10-01	123 p.	
2011.542.052	Restricted - Basic Field Manual - Military Law: Domestic Disturbances	FM 27-15	1941-02-06	82 p.	
2011.542.049	Basic Field Manual - Military Government	FM 27-5	1940-07-30	63 p.	
2011.542.050	Basic Field Manual - Military Government	FM 27-5	1940-07-30	63 p.	
2009.176.004	Chemical Warfare Service Field Manual - Examination for Gunners	FM 3-10	1940-06-10	26 p.	
2011.253.001	Chemical Warfare Service Field Manual - Tactics of Chemical Warfare	FM 3-5	1942-07-20	28 p.	
2011.542.054	Restricted - Basic Field Manual - Military Intelligence: Observation	FM 30-10	1940-11-30	44 p.	
2008.326.005	Restricted - Examination of Personnel and Documents	FM 30-15	1951-09-27	81 p.	
2010.068.019	Restricted - Basic Field Manual - Military Intelligence: Examination of Enemy Personnel, Repatriates, Documents, and Matériel	FM 30-15	1940-07-22	28 p.	
2010.068.020	Restricted - Basic Field Manual - Military Intelligence: Examination of Enemy Personnel, Repatriates, Documents, and Matériel	FM 30-15	1940-07-22	28 p.	
2011.542.055	Restricted - Basic Field Manual - Military Intelligence: Examination of Enemy Personnel, Repatriates, Documents, and Matériel	FM 30-15	1940-07-22	28 p.	

2001.012.005	Restricted - Basic Field Manual - Military Intelligence: Military Maps	FM 30-20	1940-05-27	45 p.	
2010.068.021	Restricted - Basic Field Manual - Military Intelligence: Military Maps	FM 30-20	1940-05-27	45 p.	
2011.542.056	Restricted - Basic Field Manual - Military Intelligence: Military Maps	FM 30-20	1940-05-27	45 p.	
2011.542.057	Restricted - Basic Field Manual - Military Intelligence: Military Maps	FM 30-20	1940-05-27	45 p.	
2008.527.003	Restricted - Aerial Photography Military Applications	FM 30-21	1944-09-22	42 p.	
2011.542.058	Restricted - Basic Field Manual - Military Intelligence: Role of Aerial Photography	FM 30-21	1940-11-01	89 p.	
2004.247.02	Restricted - Basic Field Manual - Military Intelligence: Foreign Conventional Signs and Symbols	FM 30-22 100	1942-07-07	277 p.	
2008.417.025	Restricted - Basic Field Manual - Military Intelligence:	FM 30-25	1940-02-15	31 p.	
2010.068.022	Counterintelligence Restricted - Basic Field Manual - Military Intelligence:	FM 30-25	1940-02-15	31 p.	
2010.427.019	Counterintelligence Restricted - Military Intelligence:	FM 30-25	1940-02-15	31 p.	has alternate accession # 2010.424.019
2000.287.011	Counterintelligence Basic Field Manual - Military Intelligence: Identification of U.S. Government Aircraft	FM 30-30	1942-02-21	151 p.	
2001.285.001	Restricted - Recognition: Pictorial Manual	FM 30-30	1943-04-01	n.p.	Loose sheets, oblong, in a string tied binding; notes manual is for "War Department FM 30-30; Navy Department BUAER 3"
2009.075.010	Restricted - Recognition: Pictorial Manual	FM 30-30	1943-04-01	n.p.	Loose sheets, oblong, in a string tied binding; notes manual is for "War Department FM 30-30; Navy Department BUAER 3"
2009.164.001	Basic Field Manual - Military Intelligence: Identification of U.S.	FM 30-30	1942-02-21	151 p.	handwritten note "Restricted"

2010.427.008	Government Aircraft Basic Field Manual - Military Intelligence: Identification of U.S. Government Aircraft	FM 30-30	1942-02-21	151 p.	
2000.060.002	Basic Field Manual - Military Intelligence: Identification of German Aircraft	FM 30-35	1942-03-11	140 p.	
2000.287.012	Basic Field Manual - Military Intelligence: Identification of German Aircraft	FM 30-35	1942-03-11	140 p.	
2000.287.054	Restricted - Basic Field Manual - Military Intelligence: Identification of German Aircraft	FM 30-35	1941-07-05	87 p.	
2010.427.006	Basic Field Manual - Military Intelligence: Identification of German Aircraft	FM 30-35	1942-03-11	140 p.	
2003.362	Restricted - Recognition: Pictorial Manual on Armored Vehicles	FM 30-40	1942-09-28	n.p.	Loose sheets, oblong, in a string tied binding; notes manual is for "War Department FM 30-40", no navy designation (makes sense)
2000.287.027	Restricted - Basic Field Manual - Military Intelligence: Identification of United States Armored Vehicles	FM 30-40	1941-05-21	37 p.	
2001.012.004	Restricted - Basic Field Manual - Military Intelligence: Identification of United States Armored Vehicles	FM 30-40	1943-01-09	53 p.	Alternate accession number on last page - 2001.012
2010.068.023	Restricted - Basic Field Manual - Military Intelligence: Identification of United States Armored Vehicles	FM 30-40	1942-05-21	37 p.	
2010.427.007	Restricted - Basic Field Manual - Military Intelligence: Identification of United States Armored Vehicles	FM 30-40	1943-01-09	53 p.	
2011.542.059	Restricted - Basic Field Manual - Military Intelligence: Identification of United States Armored	FM 30-40	1941-05-21	37 p.	

	Vehicles					
	Restricted - Basic Field Manual - Military Intelligence: Identification of Foreign Armored Vehicles, German, Japanese, Russian, and Italian	FM 30-42	1942-10-03	144 p.		
2000.287.024						
	Restricted - Basic Field Manual - Military Intelligence: Identification of Foreign Armored Vehicles, German, Japanese, Russian, and Italian, and French	FM 30-42	1941-06-20	171 p.	adds " and French"	
2000.287.060						
	Restricted - Basic Field Manual - Military Intelligence: Identification of Foreign Armored Vehicles, German, Japanese, Russian, Italian, and French	FM 30-42	1941-06-21	171 p.		
2010.068.024						
	Restricted - Basic Field Manual - Military Intelligence: Combat Intelligence	FM 30-5	1940-04-17	36 p.		
2010.068.018						
	Restricted - Military Intelligence: Combat Intelligence	FM 30-5	1946-02-01	98 p.		
2010.427.020						
	Restricted - Basic Field Manual - Military Intelligence: Combat Intelligence	FM 30-5	1940-04-17	36 p.		
2011.542.053						
	Restricted - Recognition: Pictorial Manual of Naval Vessels	FM 30-50	1943-09-15	n.p.	Loose sheets, oblong, in a string tied binding; notes manual is for "War Department FM 30-50; Navy Department NAVAER 00-80V-57"	
2007.136						
	Restricted - Basic Field Manual - Military Intelligence: Identification of United States Naval Vessels	FM 30-50	1941-10-11	185 p.		
2000.177.055						
	Restricted - Basic Field Manual - Military Intelligence: Identification of United States Naval Vessels	FM 30-50	1941-10-11	185 p.		
2000.287.059						
	Restricted - Basic Field Manual - Military	FM 30-50	1941-10-11	185 p.	Has alternate accession number on last page - 2001.01.2	
2001.012.007						

	Intelligence: Identification of United States Naval Vessels					
2003.362.022	Restricted - Recognition: Pictorial Manual of Naval Vessels	FM 30-50	1943-09-15	n.p.		Loose sheets, oblong, in a string tied binding; notes manual is for "War Department FM 30-50; Navy Department NAVAER 00-80V-57"
2007.058.162	Basic Field Manual - Military Intelligence: Identification of Japanese Naval Vessels	FM 30-58	1941-12-29	182 p.		
2008.329.008	Basic Field Manual - Operations In Snow and Extreme Cold	FM 31-15	1941-09-18	82 p.		
2011.542.060	Basic Field Manual - Operations In Snow and Extreme Cold	FM 31-15	1941-09-18	82 p.		
2011.542.061	Basic Field Manual - Jungle Warfare	FM 31-20	1941-12-15	87 p.		
2000.287.013	Restricted - Basic Field Manual - Desert Operations	FM 31-25	1942-03-14	70 p.		
2003.188.006	Restricted - Basic Field Manual - Tactics and Techniques of Air-Borne Troops	FM 31-30	1942-05-20	140 p.		
2010.427.004	Restricted - Basic Field Manual - Tactics and Techniques of Air-Borne Troops	FM 31-30	1942-05-20	140 p.		has insert "Amphibious and Air Operations"
2010.324.507	Restricted - Coast Artillery Field Manual - Antiaircraft Artillery: Gunnery, Fire Control, and Position Finding, Antiaircraft Guns	FM 4-110	1941-06-28	372 p.		handwritten note "Lt. W. Boylhurt (?)"
2000.287.043	Corps of Engineers: Construction and Routes of Communication	FM 5-10	1944-01-28	596 p.		
2010.427.014	Corps of Engineers - Construction and Routes of Communication	FM 5-10	1944-01-28	596 p.		
2011.542.007	Engineer Field Manual - Communications, Construction, and Utilities	FM 5-10	1940-09-09	446 p.		
2011.542.008	Engineer Field Manual - Communications, Construction, and Utilities	FM 5-10	1940-09-09	446 p.		
2000.287.114	Corps of Engineers: Field Fortifications	FM 5-15	1944-02-14	267 p.		
2008.417.012	Corps of Engineers: Field Fortifications	FM 5-15	1944-02-14	267 p.		has addendum stapled in front

2010.427.024	Corps of Engineers: Field Fortifications	FM 5-15	1944-02-14	267 p.	
2011.542.009	Engineer Field Manual - Field Fortifications	FM 5-15	1940-10-01	296 p.	
2000.287.070	Corps of Engineers - Camouflage, Basic Principles - Restricted	FM 5-20	1944-02-09	82 p.	
2004.210.002.12	Engineer Field Manual - Camouflage	FM 5-20	1940-06-01	52 p.	Slightly different from previous 5-20
2008.527.013	Restricted - Corps of Engineers - Camouflage, Basic Principles	FM 5-20	1944-02-09	82 p.	
2010.427.023	Restricted - Corps of Engineers - Camouflage, Basic Principles	FM 5-20	1944-02-09	82 p.	
2011.542.010	Engineer Field Manual - Camouflage	FM 5-20	1940-06-01	52 p.	
2008.527.014	Restricted - Corps of Engineers - Camouflage of Individuals and Infantry Weapons	FM 5-20A	1944-02-09	67 p.	
2000.287.061	Corps of Engineers - Camouflage of Vehicles	FM 5-20B	1944-04-02	57 p.	
2008.417.022	Corps of Engineers - Camouflage of Vehicles	FM 5-20B	1944-04-02	57 p.	
2008.527.015	Restricted - Corps of Engineers - Camouflage of Vehicles	FM 5-20B	1944-04-02	57 p.	
2000.287.073	Genio - Mascheramento dei Veicoli	FM 5-20B (Italian)	1944-09-12	57 p.	Corps of Engineers - Camouflage of Vehicles (Italian)
2008.417.023	Restricted - Corps of Engineers - Camouflage of Bivouacs, Command Posts, Supply Points, and Medical Installations	FM 5-20C	1944-05-01	72 p.	
2008.527.016	Restricted - Corps of Engineers - Camouflage of Bivouacs, Command Posts, Supply Points, and Medical Installations	FM 5-20C	1944-05-01	72 p.	
2008.527.017	Restricted - Corps of Engineers - Camouflage of Field Artillery	FM 5-20D	1944-02-09	66 p.	
2008.527.018	Restricted - Corps of Engineers - Camouflage of Aircraft on the Ground and Airdromes	FM 5-20E	1944-06-01	86 p.	
2008.527.019	Restricted - Corps of Engineers - Camouflage of Antiaircraft Artillery	FM 5-20F	1944-05-01	61 p.	

2008.527.020	Camouflage of Rear Areas and Fixed Fortifications	FM 5-20G	1944-12-01	177 p.	
2008.527.021	Restricted - Corps of Engineers - Camouflage Materials and Manufacturing Techniques	FM 5-20H	1944-07-01	180 p.	
2011.542.011	Restricted - Engineer Field Manual - Camouflage Painting of Vehicles and Equipment	FM 5-21	1942-10-07	22 p.	
2008.416.001	Corps of Engineers: Explosives and Demolitions	FM 5-25	1944-02-29	122 p.	
2010.427.033	Explosives and Demolitions	FM 5-25	1945-05-12	147 p.	
2011.001.004	Corps of Engineers: Explosives and Demolitions	FM 5-25	1944-02-29	122 p.	
2011.001.005	Engineer Field Manual - Explosives and Demolitions	FM 5-25	1942-01-12	143 p.	
2011.542.012	Corps of Engineers: Explosives and Demolitions	FM 5-25	1944-02-29	122 p.	
2000.177.057	Restricted - Engineer Field Manual - Engineer Antimechanized Measures	FM 5-30	1940-06-10	56 p.	Lt. walk - handwritten note
2000.287.081	Restricted - Engineer Field Manual - Engineer Antimechanized Measures	FM 5-30	1940-06-10	56 p.	
2011.542.013	Restricted - Engineer Field Manual - Obstacle Technique	FM 5-30	1943-06-30	250 p.	
2010.214.001	Restricted - Corps of Engineers - Land Mines and Booby Traps	FM 5-31	1943-11-01	n.p.	No page #s, bound with removable brad; different ammunition for different people?
2000.308.015	Engineer Field Data	FM 5-34	1956-06-27	330 p.	Top bound, post-war; reference book of engineer measurements and other data
2010.427.026	Engineer Field Data	FM 5-34	1947-08-30	219 p.	top bound
2009.414.025	Corps of Engineers - Reference Data	FM 5-35	1944-03-24	263 p.	
2010.427.025	Corps of Engineers - Reference Data	FM 5-35	1944-03-24	263 p.	
2010.427.027	Corps of Engineers - Reference Data	FM 5-35	1944-03-24	263 p.	
2011.001.006	Engineer Field Manual - Reference Data	FM 5-35	1941-02-15	369 p.	handwritten note "M. Sgt. Martin"; has large amount of blank pages and graph paper pages in back
2000.177.058	Engineer Field Manual - Troops and Operations	FM 5-5	1941-01-31	391 p.	
2010.427.013	Engineer Field Manual - Engineer Troops	FM 5-5	1943-10-11	191 p.	
2011.542.006	Engineer Field Manual -	FM 5-5	1941-01-31	393 p.	

	Troops and Operations					
2010.427.009	Engineer Field Manual - Operations of Engineer Field Units	FM 5-6	1943-04-23	288 p.		
2010.427.010	Engineer Field Manual - Operations of Engineer Field Units	FM 5-6	1943-04-23	288 p.		
2010.427.011	Engineer Field Manual - Operations of Engineer Field Units	FM 5-6	1943-04-23	288 p.		
2010.427.012	Engineer Field Manual - Operations of Engineer Field Units	FM 5-6	1943-04-23	288 p.		
2009.172.111	Transportation Corps - Railway-Operating Battalion	FM 55-55	1944-02-04	57 p.	handwritten note "Capt. Gibson"	
2009.176.002	Field Artillery Field Manual - Reference Data	FM 6-130	1940-10-01	122 p.	handwritten note "Corporal Donald Turriff"	
2004.210.002.02	Field Artillery Field Manual - Tactics and Technique	FM 6-20	1940-07-10	193 p.		
2002.511.001	Restricted - Infantry: Rifle Company, Infantry Regiment	FM 7-10	1944-03-18	323 p.		
2004.210.002.09	Restricted - Infantry: Rifle Company, Infantry Regiment	FM 7-10	1944-03-18	323 p.		
2008.098.002	Infantry Field Manual - Rifle Company, Rifle Regiment	FM 7-10	1942-06-02	280 p.		
2008.417.003	Restricted - Infantry: Rifle Company, Infantry Regiment	FM 7-10	1944-03-18	323 p.		
2010.427.015	Restricted - Infantry: Rifle Company, Infantry Regiment	FM 7-10	1944-03-18	323 p.		
2010.427.016	Restricted - Infantry: Rifle Company, Infantry Regiment	FM 7-10	1944-03-18	323 p.		
2004.210.002.06	Infantry Field Manual - Heavy Weapons Company, Rifle Regiment	FM 7-15	1942-05-19	274 p.		
2004.210.002.10	Infantry Field Manual - Heavy Weapons Company, Rifle Regiment	FM 7-15	1942-05-19	274 p.		
2008.417.006	Infantry Battalion	FM 7-20	1944-10-01	278 p.		
2008.326.008	Restricted - Tank Company Infantry Regiment	FM 7-35	1949-06-20	199 p.		
2008.417.015	Transportation of the Sick and Wounded	FM 8-35	1945-02-28	224 p. ?	Last part of manual is printed ups-de down, cannot tell if all pages included	

2010.480.005	Medical Field Manual - Transportation of Sick and Wounded	FM 8-35	1941-02-21	175 p.	
2007.058.011	Medical Field Manual - Field Sanitation	FM 8-40	1940-08-15	172 p.	handwritten note "P.O. ??? Palacino, Combat Medic"
2008.417.018	Medical Field Manual - Field Sanitation	FM 8-40	1940-08-15	172 p.	
2011.542.014	Medical Field Manual - Records of Morbidity and Mortality (Sick and Wounded)	FM 8-45	1940-10-01	168 p.	
2003.188.003	Medical Field Manual - Mobile Units of the Medical Department	FM 8-5	1942-01-12	347 p.	handwritten note Cpl. John A. Hornberger
2008.417.021	Bandaging and Splinting	FM 8-50	1944-01-15	73 p.	
2011.542.015	Medical Field Manual - Splints, Appliances, and Bandages	FM 8-50	1940-09-11	90 p.	
2011.542.016	Medical Field Manual - Splints, Appliances, and Bandages	FM 8-50 145	1940-09-11	90 p.	
2004.360.003	Technical Manual - Air Navigation	TM 1-205	1940-11-25	298 p.	
2009.075.009	Technical Manual - Air Navigation	TM 1-205	1940-11-25	298 p.	
2010.401.006	Technical Manual - Air Navigation	TM 1-205	1940-11-25	296 p.	
2004.360.002	Restricted - Technical Manual - Celestial Air Navigation	TM 1-206	1941-03-04	227 p.	
2009.563.118	Restricted - Technical Manual - Celestial Air Navigation	TM 1-206	1941-03-04	227 p.	
2010.401.007	Technical Manual - Celestial Air Navigation	TM 1-206	1941-03-04	227 p.	
2009.563.113	Technical Manual - Air Navigation Tables	TM 1-208	1942-06-05	221 p.	
2010.401.008	Technical Manual - Air Navigation Tables	TM 1-208	1942-06-05	221 p.	
2011.006.014	Air Navigation Tables	TM 1-208	1944-08-01	119 p.	
2008.398.010	Technical Manual - Basic Photography	TM 1-219	1941-07-01	342 p.	handwritten note "Lt. C.P. Smith, 30th Interruptor Control Squadron"
2004.360.012	Navigation for Army Aviation	TM 1-225	1958-12-01	145 p.	
2004.360.005	Technical Manual - Elementary Weather for Air Crew Trainees	TM 1-231	1943-02-10	23 p.	Foldout chart
2010.401.004	Technical Manual - Elementary Weather for Air	TM 1-231	1943-02-10	23 p.	

	Crew Trainees				
2010.401.005	Technical Manual - Basic Weather for Pilot Trainees	TM 1-232	1942-04-22	204 p.	Crazy illustration on opening page about "Pvt. Knucklehead"
2004.360.008	Technical Manual - Elementary Physics for Air Crew Trainees	TM 1-233	1943-12-30	142 p.	
2008.510.009	Technical Manual - Elementary Physics for Pilot Trainees	TM 1-233	1942-04-22	116 p.	
2009.563.117	Technical Manual - Arctic Manual	TM 1-240	1944-01-17	131 p.	
2004.360.011	Principles of Rotary Wing Flight	TM 1-260	1957-09-24	77 p.	
2002.433.005	Technical Manual - Airship Aerodynamics	TM 1-320	1941-02-11	66 p.	includes inserted personal notes on subject and drawing of plane
2009.563.116	Technical Manual - Theory of Flight	TM 1-400	1941-02-24	182 p.	
2002.433.003	Technical Manual - Aircraft Engines	TM 1-405	1941-12-09	81 p.	
2004.360.006	Technical Manual - Aircraft Engines	TM 1-405	1941-12-09	80 p.	
2008.005.015	Technical Manual - Aircraft Engines	TM 1-405	1941-12-09	81 p.	
2000.309.13	Technical Manual - Aircraft Electrical Systems	TM 1-406	1942-08-16	189 p.	
2000.309.12	Technical Manual - Aircraft Induction, Fuel and Oil Systems	TM 1-407	1944-02-22	132 p.	
2008.005.016	Technical Manual - Aircraft Induction, Fuel and Oil Systems	TM 1-407	1941-11-04	96 p.	
2000.309.11	Technical Manual - Aircraft Engine Operation and Test	TM 1-408	1941-12-24	64 p.	
2002.433.002	Technical Manual - Aircraft Engine Operation and Test	TM 1-408	1941-12-24	64 p.	
2004.360.007	Aircraft Power Plant Operation	TM 1-408	1944-03-16	192 p.	
2008.005.017	Technical Manual - Aircraft Engine Operation and Test	TM 1-408	1941-12-24	64 p.	
2008.005.014	Technical Manual - Airplane Structures	TM 1-410	1940-11-30	132 p.	
2004.360.010	Technical Manual - Airplane Hydraulice Systems and Miscellaneous Equipment	TM 1-411	1940-10-29	106 p.	
2004.360.009	Technical Manual - Aircraft Propellers	TM 1-412	1944-01-05	249 p.	
2011.150.004	Technical Manual - Aircraft Propellers	TM 1-412	1940-10-21	107 p.	
2008.433.004	Technical Manual - Aircraft	TM 1-413	1942-02-02	234 p.	alternate accession number on last

	Instruments				page - 2002.433.04
2011.131.055	Technical Manual - Airplane Inspection Guide	TM 1-415	1941-03-24	113 p.	
2002.433.006	Technical Manual - Heat Treating and Inspection of Metals	TM 1-423	1941-09-10	57 p.	includes inserted personal notes on subject
2004.360.004	Restricted - Electrical Fundamentals	TM 1-455	1944-08-10	164 p.	
2008.398.008	Technical Manual - Electrical Fundamentals	TM 1-455	1941-01-27	155 p.	
2002.398.012	Technical Manual - Air-Ground Communication	TM 1-465	1941-12-02	123 p.	
2000.309.14	Technical Manual - Maintenance Policies, Publications, and Forms	TM 1-650	1942-06-08	117 p.	
2009.563.115	Technical Manual - Physiological Aspects of Flying	TM 1-705	1943-09-25	79 p.	
2010.324.505	Technical Manual - Physiological Aspects of Flying and Maintenance of Physical Fitness	TM 1-705	1941-07-25	127 p.	
2002.433.01	Technical Manual - Mathematics for Air Crew Trainees	TM 1-900	1943-02-26	86 p.	Includes foldout chart in back
2000.287.074	Quartermaster Handbook - Depot Company Supply	TM 10-230	1943-07-24	104 p.	Very different look
2000.287.067	Technical Manual - Quartermaster Salvage Theater of Operations	TM 10-260	1943-03-15	70 p.	
2000.177.039	Technical Manual - Property Accounting	TM 10-310	1940-11-22	222 p.	
2000.287.069	Technical Manual - Property Accounting	TM 10-310	1940-11-22	222 p.	
2006.256	Technical Manual - War Dogs	TM 10-396	1943-07-01	144 p.	
2000.322 001	Technical Manual - The Army Cook	TM 10-405	1942-08-24	255 p.	Appears to be related to The Army Cook TM 2100-152
2009.391.004	Technical Manual - The Army Cook	TM 10-405	1941-06-09	257 p.	
2009.391.001	Technical Manual - Cutting of Beef	TM 10-407	1943-07-01	70 p.	
2009.423.002	Technical Manual - Cutting of Beef	TM 10-407	1943-07-01	70 p.	
2009.423.001	Technical Manual - Cutting and Preparing Lamb	TM 10-408	1943-07-01	31 p.	
2002.448.007	The Army Baker	TM 10-410	1945-04-18	57 p.	
2003.227.38	The Army Baker	TM 10-	1945-04-18	57 p.	

		410			
2009.391.003	Technical Manual - Army Baker	TM 10-410	1941-03-22	147 p.	
2002.448.007A	Technical Manual - Baking Manual for the Army Cook	TM 10-411	1943-10-05	112 p.	recipes for baking with pictures
2009.391.002	Technical Manual - Baking Manual for the Army Cook	TM 10-411	1943-10-05	112 p.	
2010.020.001	Army Recipes	TM 10-412	1944-08-15	268 p.	has tabs for sections
2003.227.39	Unit Meat Supply	TM 10-413	1944-07-11	10 p.	Includes 'Bill of Fare for the General Mess' insert
2000.287 .003	Technical Manual - The Machinist	TM 10-445	1941-11-12	184 p.	
2001.244.009	Technical Manual - The Machinist	TM 10-445	1941-11-12	184 p.	
2004.143.04	Driver's Manual - United States Army	TM 10-460	1942-05-06	108 p.	Unique look -- appears to be manual to get a driver's license for the army
2008.329.007	Driver's Manual - United States Army	TM 10-460	1942-05-06	108 p.	
2000.309.15	Technical Manual - Fuels and Carburetion	TM 10-550	1940-12-27	80 p.	2000.309 appear to be a soldier that worked with the Army Air Forces
2008.417.030	Technical Manual - Automotive Brakes	TM 10-565	1941-03-08	81 p.	
2008.417.031	Technical Manual - The Internal Combustion Engine	TM 10-570	1941-02-04	103 p.	handwritten note "Lt. Arnold R. Fris???"
2001.244.008	Technical Manual - Diesel Engines and Fuels	TM 10-575	1941-07-25	115 p.	
2008.417.032	Technical Manual - Automotive Power Transmission Units	TM 10-585	1941-04-10	120 p.	Canvas cover
2006.033.002	Technical Manual - Hand, Measuring, and Power Tools	TM 10-590	1941-05-26	121 p.	
2007.058.151	Restricted - Technical Manual: Detector Sets SCR-625-A, SCR-625-B, SCR-625-C, SCR-625-D, and SCR-625-E (Anti Tank Mine, Portable) and Detector, Anti Tank Mine, Portable, M-1	TM 11-1122	1943-04-06	64 p.	
2008.398.013	Technical Manual - Frequency Meter Sets SCR-211-A, SCR-211-B, and SCR-211-C	TM 11-300	1941-12-19	67 p.	
2003.227.46	Switchboards BD-71, BD-72, BD 72-A, and BD-72-B	TM 11-330	1943-10-29	24 p.	
2003.227.47	Telephones EE-8, EE-8-A	TM 11-	1945-03-23	66 p.	

	and EE-8-B	333			
2006.033.003	Tactical Open Wire Pole Line Construction	TM 11-368	1944-05-05	224 p.	handwritten note Sgt. Blind(sp?)
2008.273	Technical Manual - The Homing Pigeon	TM 11-410	1940-09-10	72 p.	Archivist Note - Purchase
2002.398.011	Technical Manual - Code Practice Equipment	TM 11-432	1942-02-02	121 p.	
2006.033.004	Technical Manual - Shop Work	TM 11-453	1942-03-11	139 p.	
2011.459.023	Restricted - Radar Electronic Fundamentals	TM 11-466 200	1944-06-29	474 p.	
2011.176.002	Power Unit PE-214-B	TM 11-945	1944-05-15	56 p.	
2000.177.043	Technical Manual - Administration: The Division and Large Installations	TM 12-220	1942-02-26	107 p.	
2001.244.058	Technical Manual - Administration: The Division and Large Installations	TM 12-220	1942-02-26	107 p.	
2000.177.044	Technical Manual - Administration	TM 12-250	1942-02-10	455 p.	Captain Frank H. Walk - handwritten
2000.287.085	Technical Manual - Administration	TM 12-250	1942-10-10	455 p.	
2001.244.057	Technical Manual - Administration	TM 12-250	1942-10-10	455 p.	
2001.244.056	Technical Manual - Administrative Procedures	TM 12-255	1942-11-01	224 p.	
2003.058 001	Restricted - Sabotage	TM 19-225	1945-02-01	104 p.	
2000.092.002	Dictionary of United States Army Terms	TM 20-205	1944-01-18	312 p.	
2003.020.007	Restricted - Dictionary of United States Army Terms	TM 20-205	1944-01-18	312 p.	
2005.195.059	Restricted - Dictionary of United States Army Terms	TM 20-205	1944-01-18	312 p.	has additional paper stamp on front "classification cancelled" 1945
2000.181	Basic Field Manual - Soldier's Handbook	TM 21-100	1942-05-04	263 p.	Pvt. Morris B. Redmann - handwritten note
2011.401.030	Technical Manual - Special Service Officer	TM 21-205	1942-05-12	171 p.	
2001.244.041	Informal Games for Soldiers	TM 21-221	1943-12-13	56 p.	
2008.417.029	Technical Manual - Army Instruction	TM 21-250	1943-04-19	227 p.	
2009.563.114	Technical Manual - Army Instruction	TM 21-250	1943-04-19	227 p.	
2010.324.506	Army Instruction	TM 21-250	1945-04-19	227 p.	

2010.427.032	Army Instruction	TM 21-250	1945-08-19	227 p.	
2000.287.065	Technical Manual - Driver Selection and Training	TM 21-300	1942-11-10	264 p.	
2000.287.065 2	Technical Manual - Driver Selection and Training	TM 21-300	1942-11-10	264 p.	
2005.058.069	Driver's Manual	TM 21-305	1944-11-30	146 p.	Driver's certificate is on back page in this version; also different manual # than previous Driver's Manual - United States Army
2008.366.002	Driver's Manual	TM 21-305	1944-11-30	146 p.	
2008.417.027	Driver's Manual	TM 21-305	1944-11-30	143 p.	Driver's License has "Roosevelt, Johnson, Pvt." pencilled in
2000.177.036	The Army Cook	TM 2100-152	1935-12-31	139 p.	
2011.131.053	Air Corps - The Airplane Engine Mechanic	TM 2170-13	1931-02-21	247 p.	Oldest manual with official numbering structure; not sure if still in print by the 40s
2002.398.015	Technical Manual - Military Chemistry and Chemical Agents	TM 3-215	1940-10-01	164 p.	
2000.287.039	Restricted - Decontamination	TM 3-220	1943-11-15	77 p.	has additional paper stamp on front "classification cancelled" 1945
2007.058.152	Technical Manual - Chemical Decontamination Materials and Equipment	TM 3-220	1942-03-07	44 p.	Different look than previous TM 3-220
2000.287.071	Miscellaneous Gas Protective Equipment	TM 3-290	1944-03-27	87 p.	has additional paper stamp on front "classification cancelled" 1945
2010.068.012	Restricted - French Phrase Book	TM 30-243	1943-01-15	228 p.	
2011.071.032	Russian Language Guide	TM 30-244	1943-06-23	74 p.	
2002.330.03	Restricted - Technical Manual - German Phrase Book	TM 30-245	1943-01-12	226 p.	Top bound, different from other phrase books in format
2010.329.002	Restricted - Technical Manual - German Phrase Book	TM 30-245	1943-01-12	226 p.	
2000.287.035	Restricted - Military Dictionary: English-Italian, Italian-English	TM 30-259	1943-07-01	357 p.	
2009.133.001	Restricted - Technical Manual - Moroccan Phrase Book	TM 30-276	1943-02-15	335 p.	
2011.039.009	Spanish Language Guide	TM 30-300	1943-06-19	71 p.	
2009.451.178	Portuguese: As Spoken in Brazil - Language Guide	TM 30-301	1943-06-19	71 p.	

2004.100.032	French - Language Guide	TM 30-302	1943-06-21	61 p.	No comics in this one!
2000.287.017	Italian - Language Guide	TM 30-303	1943-06-22	61 p.	
2011.001.007	German Language Guide	TM 30-306	1943-06-24	67 p.	There is a wiener dog in every illustration in this guide!
2011.071.033	German Language Guide	TM 30-306	1943-06-24	67 p.	
2001.244.012	Dutch - Language Guide	TM 30-307	1943-09-13	76 p.	Dutch and Danish were spoken in many Asian countries (verify)
2004.143.05	Dutch - Language Guide	TM 30-307	1943-09-13	76 p.	
2007.222.002	Dutch - Language Guide	TM 30-307	1943-09-13	76 p.	
2001.244.013	Danish - Language Guide	TM 30-311	1943-12-03	87 p.	
2007.222.004	Danish - Language Guide	TM 30-311	1943-12-03	87 p.	
2001.244.014	Hindustani - Language Guide	TM 30-327	1944-03-01	80 p.	
2009.563.123	Chinese Language Guide	TM 30-333	1943-06-24	62 p.	small personal item insert "Learning Christ"
2007.222.005	Tagalog - Language Guide	TM 30-340	1944-06-12	85 p.	
2011.233.005	Tagalog Language Guide	TM 30-340	1944-06-12	86 p.	
2001.244.011	Japanese - Language Guide	TM 30-341	1943-06-18	59 p.	
2005.073.01	Japanese Language Guide	TM 30-341	1943-06-18	60 p.	
2010.362.008	Japanese Language Guide	TM 30-341	1943-06-18	60 p.	
2010.533.001	Japanese Language Guide	TM 30-341	1943-06-18	60 p.	
2010.544.011	Japanese Language Guide	TM 30-341	1943-06-18	60 p.	
2003.020.006	Korean - Language Guide	TM 30-342	1944-03-15	78 p.	
2010.326.009	Russian Language Guide	TM 30-344	1943-06-23	74 p.	
2007.222.001	Bulgarian - Language Guide	TM 30-345	1943-12-03	83 p.	comics
2007.222.003	Greek - Language Guide	TM 30-350	1943-06-30	61 p.	has illustrations rather than comics
2001.244.050	Confidential - Technical Manual - Handbook on the British Army With Supplements on the Royal Air Force and Civilian Defense Organizations	TM 30-410	1942-09-30	404 p.	Confidential' ; Ink stamped "The Adjutant General Washington, D.C."

2000.287.087	Handbook on the Italian Military Forces	TM 30-420	1943-08-03	480 p.	is paperback with an added tie-on hardcover
2000.177.069	Restricted - Technical Manual - Handbook on German Military Forces	TM 30-450	1941-12-17	456 p.	Captain F.H. Walk - handwritten note
2010.068.031	Restricted - Technical Manual - Handbook on German Military Forces	TM 30-450	1941-12-17	456 p.	handwritten note "Maj. Irving"
Library Copy	Restricted - Technical Manual - Handbook on German Military Forces	TM 30-450	1941-12-17	456 p.	No accession #, copy of the Natl WWII Museum Library
2000.177.041	Restricted - Technical Manual - Handbook on Japanese Military Forces	TM 30-480	1942-09-21	434 p.	
2000.069.002	Restricted - French Phrase Book	TM 30-602	1943-09-28	128 p.	
2001.244.066	Restricted - French Phrase Book	TM 30-602	1943-09-28	128 p.	
2004.041.010A	Restricted - French Phrase Book	TM 30-602	1943-09-28	128 p.	
2004.296.01	Restricted - French Phrase Book	TM 30-602	1943-09-28	127 p.	
2005.160	Restricted - French Phrase Book	TM 30-602	1943-09-28	128 p.	Alternate accession number on last page - 2005.100.02
2005.195.058	Restricted - French Phrase Book	TM 30-602	1943-09-28	128 p.	
2000.287.018	Restricted - Italian Phrase Book	TM 30-603	1943-09-16	127 p.	
2003.020.005	Restricted - Italian Phrase Book	TM 30-603	1943-09-16	127 p.	
2008.329.001	Restricted - Italian Phrase Book	TM 30-603	1943-09-16	128 p.	beautiful original sketch in the back!
2008.329.002	Restricted - Italian Phrase Book	TM 30-603	1943-09-16	128 p.	ON EXHIBIT -- Road to Berlin
2009.563.124	Restricted - Italian Phrase Book	TM 30-603	1943-09-16	127 p.	
2011.071.031	Restricted - Italian Phrase Book	TM 30-603	1943-09-16	127 p.	
2008.348.002	Restricted - German Phrase Book	TM 30-606	1943-11-30	128 p.	
2003.367.024 002	Restricted - Norwegian Phrase Book	TM 30-610	1943-12-16	128 p.	No comics in this one!
2004.143.06	Restricted - Norwegian Phrase Book	TM 30-610	1943-12-16	128 p.	
2009.451.177	Restricted - Turkish Phrase Book	TM 30-618	1944-02-17	144 p.	
2010.326.007	Restricted - Burmese Phrase Book	TM 30-632	1944-03-10	120 p.	
2001.247 001	Restricted - Japanese Phrase Book	TM 30-641	1944-02-28	184 p.	

2001.278.003	Restricted - Japanese Phrase Book	TM 30-641	1944-02-28	184 p.	
2010.326.010	Restricted - Japanese Phrase Book	TM 30-641	1944-02-28	184 p.	
2011.195.011	Restricted - Japanese Phrase Book	TM 30-641	1944-02-28	184 p.	
2010.326.011	Dictionary of Spoken Russian	TM 30-944	1945-11-09	573 p.	
2000.287.028	Technical Manual - Stock Control Manual for Posts, Camps, and Stations	TM 38-220	1943-05-03	48 p.	
2012.425.004	Heater, Asphalt, Trailer-Mounted, 3-Car, 42 HP, Cleaver-Brooks, Model DS-3, With Model ZZ Engine - Maintenance and Parts Catalog	TM 5-1046	1943-12-01	131 p. (?)	Several sections, each individually numbered
2009.006.039	Batching Plant, Aggregate, 3-Compartment, 105-Ton (Blaw-Knox Model P 3105)	TM 5-1050	1942-12-11	n.p.	many fold-out diagrams
2012.425.006	Rooter, Cable Operated, 3 Tooth, Model H3, R.G. LeTourneau, Inc., Peoria Ill.	TM 5-1090	1943-02-11	30 p. (?)	this is a manual made by the manufacturers of the engine for the war dept, a typical occurrence (cit. needed), but usually the text was reformatted in the style of the rest of the manuals; not so here. ; Several sections, each individually numbered
2012.425.015	Maintenance Manual and Parts Catalog - Rooter, Cable Operated, 3-Tooth, Model H3	TM 5-1090	1943-02-11	30 p. (?)	Several sections, each individually numbered
2012.425.002	Maintenance Manual and Parts Catalog - Roller, Road - Powered, Gasoline 3-Wheel, 10-Ton Model "Chief"	TM 5-1100	1943-01-13	192 p. (?)	Several sections, each individually numbered
2012.425.003	Distributor, Bituminous Material, Truck-Mounted, 800 Gal., Etnyre, Model MX-D6, Style RE, With Le Roi Engine, Model D-140 - Maintenance Instructions and Parts Catalog	TM 5-1134	1944-03-08	261 p.	
2012.425.001	Shovel, Crawler, Gasoline, 3/4-CU YD, With Attachments, Lima, Model Paymaster-34 (Engine: Chrysler, Model C-36-520)	TM 5-1312	1945-01-24	582 p. (?)	Missing back, not sure if page count is total

2003.367.026	Restricted - Technical Manual - Rigging and Engineer Hand tools	TM 5-225	1942-12-12	204 p.	
2003.367.027	Technical Manual - Carpentry	TM 5-226	1943-05-06	269 p.	
2006.021.123	Technical Manual - Carpentry	TM 5-226	1943-05-06	269 p.	Alternate accession number on last page - 2006.271.011
2008.527.024	Technical Manual - Carpentry	TM 5-226	1943-05-06	269 p.	
2009.205.002	Technical Manual - Surveying Tables	TM 5-236	1940-07-10	392 p.	
2012.417.001	Aerial Photography	TM 5-240	1944-05-10	111 p.	
2012.417.002	Map Reproduction in the Field	TM 5-245	1946-05-01	161 p.	
2007.063.031	Restricted - Technical Manual - Interpretation of Aerial Photographs	TM 5-246	1942-12-31	219 p.	
2010.427.029	Use of Road and Airdrome Construction Equipment	TM 5-252	1945-01-15	276 p.	
2010.427.030	Use of Road and Airdrome Construction Equipment	TM 5-252	1945-01-15	276 p.	
2008.527.023	Aviation Engineers	TM 5-255	1944-04-15	479 p.	
2010.427.028	Restricted - Aviation Engineers	TM 5-255	1944-04-15	479 p.	
2000.177.081	Restricted - Technical Manual - Camouflage	TM 5-267	1943-05-01	40 p.	EAG Dtachment - handwritten note supplement 1; handwritten note "Capt Sa?lor" supplement 4; handwritten note "Capt Sa??lor"
2008.527.025	Technical Manual - Camouflage	TM 5-267	1943-06-01	40 p.	
2008.527.026	Technical Manual - Camouflage	TM 5-267	1943-09-01	36 p.	
2004.210.002.01	Technical Manual - Repair of Fishnets	TM 5-268 265	1941-06-24	22 p.	
2004.210.002.13	Technical Manual - Materials for Protective Concealment	TM 5-269	1942-10-07	48 p.	
2009.006.042	Technical Manual - Materials for Protective Concealment	TM 5-269	1942-10-07	48 p.	
2007.235.012	Technical Manual - 25 Ton Ponton Bridge Model 1940	TM 5-273	1942-07-01	143 p.	
2007.235.011	Technical Manual - Portable Steel Highway Bridges H-10 and H-20	TM 5-274	1943-06-18	53 p.	
2007.235.013	Technical Manual - Pneumatic Ponton Bridge M3	TM 5-275	1943-04-19	60 p.	
2010.427.031	Restricted - Fixed Steel Panel Bridge - Bailey Type	TM 5-277	1943-09-15	76 p.	
2009.006.043	Semipermanent Highway	TM 5-285	1944-06-27	78 p.	Very large book, some blueprints

	Steel Bridges 30-, 60-, and 90-foot Spans				and other things, plus instructions like a regular TM
2000.287.091	Technical Manual - Water Supply and Water Purification	TM 5-295	1942-05-15	312 p.	Verso is on last page, pages are smooth stock, binding is re-inforced
2010.427.034	Military Water Supply and Purification	TM 5-295	1945-08-22	347 p.	
2009.006.041	Ground Water Supply for Military Operations	TM 5-296	1944-02-01	88 p.	
2002.398.014	Well Drilling	TM 5-297	1943-11-29	276 p.	
2002.405.01	Technical Manual - Enemy Land Mines and Booby Traps	TM 5-325	1943-04-19	167 p.	Lt. Hollenbach handwritten note; has loose C1 addendum; alternate accession 2002.403.01 this is a manual made by the manufacturers of the engine for the war dept, a typical occurrence (cit. needed), but usually the text was reformatted in the style of the rest of the manuals; not so here. ; Several sections, each individually numbered
2012.425.017	Maintenance Manual and Parts Catalog - Pneumatic Chain Saw, Timberhog 24", Reed-Prentice Corp., Worcester, Mass.	TM 5-4000	1942-09-28	29 p.	
2012.425.013	Saw, Circular, Portable, Pneumatic, 12 Inch Blade, Skilsaw, Model 2127 - Maintenance Instructions and Parts Catalog	TM 5-4004	1942-12-05	32 p.	
2012.425.012	Drill, Pneumatic, Rock, 55 Pound Class, With Drill Bits and Drill Steel, Independent Pneumatic, Model Thor, No. 75 - Maintenance Instructions and Parts Catalog	TM 5-4020	1943-10-19	36 p.	
2012.425.008	Maintenance Manual and Parts Catalog - Breaker, Paving, Pneumatic, Independent Pneumatic, Model No. 25	TM 5-4022	1943-05-30	30 p.	
2012.425.010	Digger, Clay, Pneumatic, Independent Pneumatic, Thor, No. 412, Model 4913 - Maintenance and Parts Catalog	TM 5-4024	1944-02-23	29 p.	
2012.542.009	Digger, Clay, Pneumatic, 25-Lb. Class, 7/8-In. Hexagon x 2 3/4-In. Chuck, Gardner-Denver, Model 28A (28G)	TM 5-4025	1945-06-18	43 p.	
2012.425.011	Drill, Pneumatic, Portable,	TM 5-	1943-09-30	38 p.	

	Reversible, Wood Boring, No. 2 Morse taper, Thor No. 62, Model 958	4026			
2012.425.018	Saw, Chain, Portable - Gasoline, Disston, 24-In. Blade, Model G-26, and 36- In. Blade, Model G-36	TM 5- 4052	1947-10-01	164 p.	
2012.425.014	Tamper, Backfill Pneumatic, Ingersoll-Rand Model 34 - Maintenance Instructions and Parts Catalog	TM 5- 4062	1944-03-21	36 p.	
2009.006.040	Military Diving	TM 5-475	1944-09-01	80 p.	2009.006 may have been just in order from library shelving, OR for someone tasked with maintaining water supply--similar/related subject matter for all manuals in this accession
2012.425.016	Maintenance Manual and Parts Catalog - Generating Set, 1 1/2 KVA, 115 Volts, 60 Cycle, Single Phase, A.C., Portable, Gasoline Engine Driven, Model HRUA - Homelite Corporation - Port Chester, N.Y.	TM 5- 5034	1943-09-01	67 p.	this is a manual made by the manufacturers of the engine for the war dept, a typical occurrence (cit. needed), but usually the text was reformatted in the style of the rest of the manuals; not so here. ; Several sections, each individually numbered
2006.021.124	Woodworking and Furniture Repair: Repairs and Utilities	TM 5-613	1946-06-01	139 p.	Alternate accession number on last page - 2006.271.010
2009.006.037	Inspection and Preventive Maintenance Services for Kitchen Equipment	TM 5-637	1945-07-25	31 p.	
2009.006.038	Inspection and Preventive Maintenance Services for Ventilating, Evaporative (Desert) Cooling, and Air- Conditioning Systems	TM 5-672	1945-07-02	16 p.	
2008.255	Overhead Distribution Systems	TM 5- 680C	1946-07-23	153 p.	
2012.425.007	Crane, Tractor, 20 ton, 20 Foot Boom, Model M20, R.G. LeTourneau, Inc.	TM 5- 9060	1943-02-11	43 p. (?)	this is a manual made by the manufacturers of the engine for the war dept, a typical occurrence (cit. needed), but usually the text was reformatted in the style of the rest of the manuals; not so here. ; Several sections, each individually numbered
2012.425.005	Ice Plant, 15-Ton, Equipment Only, Frick Model 7 x 7 (Enclosed 208/400-Volt, "W") -	TM 5- 9106	1944-03-17	122 p.	

	Maintenance Instructions and Parts Catalog					
2009.387.003	Restricted - Operating Manual - Packard Marine Engine Model 4M 2500	TM 55-1010	1944-09-01	604 p.	this is a manual made by the manufacturers of the engine for the war dept, a typical occurrence (cit. needed), but usually the text was reformatted in the style of the rest of the manuals; not so here.	
2009.172.112	Technical Manual - Transportation Rules Military Railway Service	TM 55-265	1943-05-25	60 p.	first page has "issued to:" line where a person's name is written in	
2010.480.006	Technical Manual - Medical Department Soldier's Handbook	TM 8-220	1941-03-05	486 p.	why is this considered a TM when Soldier's Handbook is considered an FM?	
2010.501.041	Technical Manual - Medical Department Soldier's Handbook	TM 8-220	1941-03-05	486 p.		
2011.013.008	Technical Manual - Methods for Laboratory Technicians	TM 8-227	1941-10-17	447 p.		
2011.013.009	Technical Manual - Methods for Pharmacy Technicians	TM 8-233	1941-10-13	202 p.	handwritten note "T/4 Gene M. Swain (?)"	
2002.398.009	Technical Manual - Treatment of Casualties From Chemical Agents	TM 8-285	1941-07-10	51 p.		
2000.177.	Physical Reconditioning	TM 8-292	1944-12-01	139 p.	2000.117 Seems to be basic Army things, possibly two or more soldiers', inc. captain, lt., and sgt.	
2009.205.001	Restricted - Ordnance Maintenance Hull and Water Drive for 2 1/2-Ton 6x6 Amphibian Truck, (GMC DUKW-353)	TM 9-1580 300	1945-03-15	233 p.		
2010.440.001	Ordnance Maintenance - Carburetors (Carter)	TM 9-1826A	1944-02-11	131 p. (?)		
2008.417.028	Technical Manual - Submachine Gun, Cal. .45, M3	TM 9-217	1943-07-19	63 p.		
2000.287.062	Restricted - Technical Manual - 37-MM Automatic Gun M9	TM 9-241	1943-06-08	153 p.		
2006.175.01	Principles of Automotive Vehicles	TM 9-2700	1947-11-18	461 p.		
2000.287.084	Standard Military Motor Vehicles - Classification	TM 9-2800	unknown	560 p.	missing cover	
2000.287.072	Motor Vehicle Inspections and Preventative Maintenance Services	TM 9-2810	1943-10-21	167 p.		

2000.287.063	Restricted - Technical Manual - Ordnance Maintenance: Medium Tanks M3, M3A1, and M3A2	TM 9-750	1942-05-09	157 p.	
2000.287.040 1	Restricted - Technical Manual - Truck, 2 1/2 Ton, 6 x 6, GMC CCKW-352 & 353	TM 9-801	1943-04-12	496 p.	
2000.287.040 2	Restricted - Technical Manual - Truck, 2 1/2 Ton, 6 x 6, GMC CCKW-352 & 353	TM 9-801	1943-04-12	496 p.	
2000.177.065	Restricted - Technical Manual - Truck, Amphibian, 2 1/2-Ton, 6 x 6, GMC DUKW-353	TM 9-802	1942-10-15	400 p.	
2002.517.003	(unknown) 2 1/2-Ton Amphibian Truck, 6 x 6	TM 9-802	unknown	574 p. approx	Missing cover, see other TM 9-802 entry for info
2011.504.001	Restricted - 2 1/2-Ton, 6 x 6, Amphibian Truck (GMC DUKW-353)	TM 9-802	1945-02-23	534 p.	
2000.287 .002	Restricted - Technical Manual - 3/4-Ton Truck, 4x4 (Dodge)	TM 9-808	1943-05-12	505 p.	2000.287 appears to be a soldier officer of Italian descent stationed in Italy and ran a camp
2010.501.042	3/4-Ton 4x4 Truck (Dodge)	TM 9-808	1944-01-31	354 p.	
2008.139.025	4-Ton, 6x6 Trucks (Diamond T Models 968A Cargo, 969A Wrecker, 970A Pontoon, and 972 Dump)	TM 9-811	1944-01-25	393 p.	
2002.517.002	Restricted - Ordnance Maintenance Hull and Water Drive for 2 1/2-Ton 6x6 Amphibian Truck, (GMC DUKW-353)	TM 9-1802C	1943-12-21	272 p.	
2000.287.066	Restricted - Technical Manual - Handbook on German Military Forces	TM-E 30-451	1943-09-01	372 p.	is paperback with an added tie-on hardcover
2002.125.005	Restricted - Technical Manual - Handbook on German Military Forces	TM-E 30-451	1943-09-01	372 p.	is paperback with an added tie-on hardcover
2009.551.266	Restricted - Technical Manual - Handbook on German Military Forces	TM-E 30-451	1943-09-01	372 p.	
2004.143.73	Restricted - Technical Manual - Handbook on Japanese Military Forces	TM-E 30-480 313	1944-09-15	401 p.	is paperback with an added tie-on hardcover
2009.414.026	Standard Plans - Roadway, Track, and Structures	TM/TB 55-275-1	1944-04-01	202 p.	These appear to be technical blueprints, hence the TB. Needs

more research.

2008.329.010	Army Life	War Departm ent Pamphlet 21-13	1944-08-10	182 p.
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